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RESEARCH CONFERENCE ON SOCIAL SCIENCE METHODS AND STUDENT RESIDENCES.
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*CONFERENCES, *DORMITORIES, *HOUSING, *STUDENT EXPERIENCE,
*STUDY FACILITIES, EVALUATION, ANN ARBOR, MICHIGAN

A CONFERENCE WAS HELD DEALING WITH RESEARCH ON THE SIGNIFICANT PROBLEMS IN DORMITORY LIFE. THE OBJECTIVES WERE TO INFORM, DEFINE, MOTIVATE, AND EVALUATE EDUCATIONAL OPPORTUNITIES AND PROBLEMS IN RESIDENCE HALLS EXPERIENCE. IT WAS FELT THAT ONE OF THE BARRIERS TO THE DESIRED RESEARCH ON THE PART OF STUDENT PERSONNEL OFFICERS WAS A LACK OF BOTH AWARENESS OF THE CAPACITY OF SUCH RESEARCH TO ARRIVE AT MEANINGFUL CONCLUSIONS, AND ALSO THE FEASIBILITY OF PRESENTLY AVAILABLE APPROACHES IN EXPERIMENTAL DESIGN, IN MEASUREMENT, AND IN EVALUATION OF THE OUTCOMES. WORKING PAPERS, SEMINARS, AND TASK GROUPS AGREED THAT THE RESIDENCE HALLS RECOMMENDED THEMSELVES METHODOLOGICALLY TO THE SOCIAL SCIENTISTS AS A SCENE FOR SOCIAL RESEARCH. (GD)

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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RESEARCH CONFERENCE ON
SOCIAL SCIENCE METHODS AND STUDENT RESIDENCES

Cooperative Research Project No. F-031

Contract OE 4-10-149

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The University of Michigan

September 30, 1965

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Introduction

Social Science Methods and Student Residences

BACKGROUND

The proposal for this conference derived from the question, what are some of the factors that obstruct the widespread pursuit of research on significant problems in dormitory life. Student residences have rarely been utilized as a setting for systematic research in psychology, sociology, and allied areas. As a consequence, administrative decisions regarding student residences have been based largely on informal experience rather than formalized scientific knowledge. The social sciences have, at the same time, foregone an opportunity to extend basic behavioral theory with data obtained in this setting. A common obstruction, which it was felt the conference could reduce, was the lack of awareness on the part of social scientists of the opportunities for experimental manipulation of significant variables, in the search for clearly defined functional relations between physical and social environment and behavior. In complementary fashion, it was felt that one of the barriers to the desired research on the part of student personnel officers was a lack of awareness of the feasibility of such research to arrive at meaningful conclusions, and of the available approaches to experimental design, to measurement, and to the evaluation of outcomes. It was felt that the residence halls recommended themselves methodologically to the social scientists as a scene for social research. It was also felt that such research would offer methods and findings that would assist student personnel workers in the operation of residence halls as integral elements in the achievement of the educational objectives of the institution.

OBJECTIVES

The objectives of "A Conference on Social Science Methods and Student Residences" were five in number:

1. To inform student personnel officers representing various universities of recent views, methods, and findings in the social sciences relevant to educational opportunities and problems in residence halls experience.
2. To inform social scientists concerning (a) the structure--administrative, physical, social-- of student residences, (b) patterns of resident living, and (c) potential for basic and applied research in these areas.
3. To define a set of primary problems for research, to develop basic guidelines for productive attacks on these problems including rationale, theoretical framework, likely methodology, anticipated expenses, and relationship to other potential research, and to order these primary problems with respect to import and viability through joint discussion by social scientists and student personnel officers.
4. To motivate informal research and proposals for modest and/or large-scale research by those who attend the conference, which research would be pursued at their several institutions.

5. To evaluate the efficiency of the conference in the stimulation of research on the part of the individuals and institutions represented at the conference and others to whom the proceedings will be distributed.

PROCEDURE

In order to achieve the objectives listed above, it was proposed that a conference be held at the University of Michigan, and that distinguished social scientists and student personnel officers from both large and small institutions of higher education, representatives of institutions with programs for the development of student personnel workers, and doctoral candidates interested in the development of dissertation research projects be invited to participate in two days of joint study and discussion.

A. In particular, the following features highlighted the conference:

1. Working papers were prepared by the major participants and circulated among all participants prior to the conference. These papers permitted members of each discipline to share descriptive and experimental data from their respective fields, and helped initiate discussion of residence problems and methods in several related areas. Circulated in advance, the papers helped focus immediate attention of the participants during the conference. Copies of these papers, and a summary of the discussion that they stimulated are incorporated in the conference report.

2. A seminar was held on the second day, building upon the discussion of working papers circulated previously and upon the discussions as they had taken place to that point. Dr. George Stern presented for discussion a survey of problems and methods in the area of "Measuring Institutional Climate and its Impact on Behavior." Dr. Stern's paper is included in the conference report.

3. A definition of research problems was a major responsibility of the conference. Participants were aided in their identification and ordering of research problems by a team of "problem scouts", trained in research identification of problem areas to specify these problems in considerable detail. Dr. James Allen Director of Student Housing at the University of Hawaii, and Dr. Philip Tripp, Specialist for Student Services, in the Higher Education Administration Branch of the U. S. Office of Education, assisted by the principal investigator, Dr. Harlan Lane, served as the problem scouts. The results of their efforts are presented in the conference report.

4. Task Groups were formed by the participants in the conference. Each group considered in detail one area of research which had been identified by the problem scouts. The reports of these task groups are also incorporated in the report.

RESULTS

1. One of the major purposes of the Conference on Social Science Methods and Student Residences was the definition of primary problems for research. This purpose was achieved and the results are explicated in the body of the report.

2. The development of further guidelines for approaching the primary problems for research was accomplished through the task groups and their final reports which appear in the conference report. The format for these reports varies with each group, and aspects of the problem areas being discussed received differing emphasis. However, the conclusions tended to report:

a) steps toward institution of research in the residence halls
b) research hypotheses and strategems
c) identification of dependent and independent variables
d) methods of measurement
e) procedures for investigation
f) application of results to residence halls operations

3. Primary identification of tangible results of the conference was accomplished through the follow-up survey described earlier in this report. Although it is too early to expect published reports of research stimulated by the conference, the findings of the survey are summarized here (and detailed in the conference report) as an indication of the concrete results.

a) Post-conference discussions of research possibilities were held both in institutions represented at the conference and elsewhere.

In addition, reports were made to two professional organizations. A number of pre-publication inquiries concerning the proceedings of the conference have been received as a result of these announcements.

b) Discussions concerning possible research projects by residence hall staff have been reported from at least one institution including a period of in-service training for such personnel based on the work of the conference.

c) Plans were made for specific research programs including studies of the potential drop-out, academic achievement of residence halls vs. commuter students, student reaction to residential environment, a comparative study of fraternity and sorority housing, and possible uses of residence halls as means of stimulating intellectual development.

d) At one institution a housing staff research committee was established as a result of the conference. One active research project has already resulted.

e) Personal testimony has been received concerning the effect of the conference on the attitudes of participants toward residence halls as appropriate populations for study and of the need for research as a basis for more rational, intelligent decision making.

f) Several participants responded to the follow-up, saying that the conference had encouraged them to give further development and refinement to on-going research.

g) The identification of specific problem areas calling for research in residence halls at institutions represented at the conference were reported.

h) Some initial findings are reported as being prepared for publication.

i) A number of the participants have commented on the influence of Dr. George Stern's report and the devices he has developed for the study of campus press and student needs.

j) Several participants have given testimony to the impact of the conference on their own thinking. One person indicated that the conference was responsible for his return to teaching and research.

k) One participant reported that the working paper and research reports have been incorporated in the text material of an advanced graduate course on research on college students.

l) The Director of Housing at the University of Florida, Dr. Harold Riker, has offered his office as a clearing house for future information concerning on-going research which participants of the conference, as well as other interested parties may wish to share with others.

CONCLUSIONS AND IMPLICATIONS

The research problems that the Conference participants considered to have high priority, both in terms of feasibility from the point of view of the social sciences and relevance from the point of view of the student personnel workers, are described in the Conference report.

The reactions of the participants to the conference, both in terms of their testimony to its impact on their own thinking and careers and in terms of the research they have been prompted to initiate or refine, amply supports the conclusion that the conference has been successful.

The response of persons who have heard about the conference and have written to inquire concerning the proceedings indicates that there was, indeed, a need for the establishment of channels of communication between researchers in the behavioral sciences and student personnel officers responsible for student residence.

Furthermore, the original assumption of the investiators that lack of social science research on significant problems in dormitory life was due largely to lack of awareness on the part of both researchers and administrators of the opportunities each had to offer has been supported. The conference has helped to create such awareness and the resulting activities on the part of both disciplines testifies to its impact.

One implication which should receive further attention by those interested in capitalizing on the results achieved by this conference is that there is a need to continue and to expand this communication channel.

At the conclusion of the conference the participants were enthusiastic to return to their work with increased research activity in student residences. This enthusiasm, and the further stimulation which can come from shared results of research, should not be lost.

Proposal
for the Research Conference on
Social Science Methods and Student Residences

Research Conference on Social Science Methods and Student Residences

ABSTRACT

A two day intensive conference is proposed on social science methods and student residences. Its basic function will be to facilitate productive communication between social scientists competent in research and student personnel officers acquainted with residence halls living experiences.

Objectives: (1) to inform student personnel officers concerning recent views, methods, and findings in the social sciences relevant to residence hall experiences, (2) to inform social scientists concerning the structure of residence halls, patterns of residence living, and potential for basic and applied research in the area, (3) to define with considerable detail a set of primary problems for research, (4) to motivate both small and large scale research to be carried on at the institutions represented by the participants.

Procedure: Circulation of working notes in advance of the conference will provide a common background of thought and experience and will serve to focus the attention of the participants. Two seminars on the second day will build on the discussion of the working notes and serve to further direct the thinking of the group. "Problem scouts" will have participated in the discussions and seminars. They will present their findings following the seminars. The group will then divide into "task groups" each of which will devote several hours to a concentrated exploration of one of the problem areas identified for potential research. Publication of the proceedings with considerable attention to the identification, ordering and specification of research problems will immediately follow the conference. Evaluation of the efficacy of the conference for the stimulation of research will be made by questionnaire and personal contact approximately ten months after the conference.

I. PROBLEM

During the school year, 1961-62 the investigators shared responsibility for supervision of the social-educational program of a men's residence hall at The University of Michigan. They became concerned about the lack of continuing communication between persons involved in the leadership of collegiate residence halls and specialists in the social sciences.

Conferences with Dr. Theodore Newcomb, Professor of Sociology and Psychology, Dr. James Lewis, Vice-President for Student Affairs and chief student personnel officer of the university, and Dr. Allan Pfnister, Associate Professor of Higher Education, have confirmed the potential value of a conference both for the clarification of issues, and the specification of problems whose solution would benefit social science research and student personnel management. The active interest of all three of the gentlemen named has been secured through their participation as consultants in the formulation of the conference on Social Science Methods and student residences.

The proposed conference derives from the question, what are some of the variables which obstruct the widespread pursuit of social science research on significant problems in dormitory life. It may be pointed out that student residences have rarely been utilized as a setting for systematic research in psychology, sociology, and allied areas. As a consequence, decisions regarding student residences have to be made largely on the basis of informal experience rather than formalized scientific knowledge, and the social sciences have foregone an opportunity to extend basic behavioral theory with data obtained in this setting.There are two likely populations of researchers for this endeavor:

social scientists and student personnel officers, both at the doctoral and post-doctoral levels. Each population has, of course, its own obstructions, many of which the proposed conference will not remedy. A common obstruction which we believe the conference can reduce is lack of knowledge of the correlated discipline. We suggest that one of the barriers to increased social science research in the dormitory setting is a lack of awareness, on the part of social scientists, of the opportunities for experimental control of extraneous variables, and of the opportunities for experimental manipulation of significant variables, in the search for clearly defined functional relations between physical and social environment and behavior. In complementary fashion, we suggest that one of the barriers to the desired research on the part of student personnel officers is a lack of awareness of the feasibility of such research to arrive at meaningful conclusions, and of the available approaches to experimental design, to measurement, and to the evaluation of outcomes.

We do not intend that an expert in one area also be expert in the other. We do believe that an awareness of the character of social science research on the one hand, and student residence, on the other, will significantly enhance the likelihood of meaningful small-scale research in the dormitory setting.

For the scientist the residence hall is a social unit which may not only be analyzed objectively but may also be manipulated selectively in the attempt to understand social processes. The residence hall, therefore, recommends itself methodologically as a scene for social research. On the other hand, the student personnel officer is concerned with the creation and guidance of experiences in residence life which will further the educational objectives of the institution.

If these objectives are to be achieved, personal experience must be integrated with technical know-how and anecdote and supposition must be replaced by empirical fact. We believe that these objectives will be materially advanced by the proposed conference.

II. OBJECTIVES

The objectives of "A Conference on Social Science Methods and Student Residences" are five in number:

1. To inform student personnel officers representing various universities of recent views, methods, and findings in the social sciences relevant to educational opportunities and problems in residence hall experiences.

2. To inform social scientists concerning (a) the structure - administrative, physical, social - of student residences, (b) patterns of resident living, (c) potential for basic and applied research in these areas.

3. To define a set of primary problems for research, to develop basic guidelines for productive attacks on these problems including rationale, theoretical framework, likely methodology, anticipated expenses, and relationship to other potential research, and to order these primary problems with respect to import and viability through joint discussion of social scientists and student personnel officers.

4. To motivate informal research and proposals for modest and/or large scale research by those who attend the conference, which research would be pursued at their several institutions. (Participants will include representatives of educational institutions who will present and discuss papers on social science methodology or on student residence - see page six. Three categories of

observers will also be invited to attend: representatives of small educational institutions, of institutions with academic programs for the development of student personnel officers, and doctoral candidates currently identifying projects for dissertation research.)

5. To evaluate the efficacy of the conference in the stimulation of research on the part of the individuals and institutions represented at the conference and others to whom the proceedings will be distributed.

III. RELATED RESEARCH

Consideration of a conference on Social Science Methods and Student Residences has been prompted partially by a paucity of communication between these two professional disciplines and by a recognition of mutual benefits to be derived by widespread utilization of social science research methodology in residence halls affairs. Thus, it is a lack of related research which served as a stimulus for the current proposal. As has already been outlined, the fundamental purpose of the conference is the stimulation of this productive inter-disciplinary communication through the bringing together of representative leaders, the discussion of common issues, and precise identification of problems for research.

The conference is intended to stimulate professional personnel and doctoral candidates to engage in various aspects of the problem areas defined during the conference. Furthermore, a portion of the follow-up described in the last objective will entail an investigation of the potential value of further conferences to maintain communication, to report progress and to chart new problems for mutual investigations in the subject area.

IV. PROCEDURE

In order to achieve the objectives above it is proposed that a conference be held at The University of Michigan, and that distinguished social scientists and student personnel officers from both large and small institutions of higher education, representatives of universities with programs for the development of student personnel workers, and doctoral candidates interested in the development of dissertation research projects be invited to participate in two days of joint study and discussion.

A. In particular, the following features will highlight the conference:

1. Working notes will be prepared by the major participants and circulated among them prior to the conference. These notes will permit members of each discipline to share descriptive and experimental data from their respective fields, and will initiate discussions of residence problems and methods in several related areas. Circulated in advance, these notes will help to focus immediate attention of the participants during the conference. However, they will not be so precise as to require the rigorous editing which would accompany a completed paper and which might be attended by the fixing of positions so as to restrict the potential value of the conference discussions.

2. Two seminars will be held on the second day, building upon the discussion of working notes circulated previously. A leading investigator in the field will present a survey of problems and methods for joint discussion in the area of "Measuring Social Patterns" and another in the area of "Measuring Institutional Climate and its Impact on Behavior."

3. A definition of research problems will be a major responsibility of the conference. Participants will be aided in their identification and ordering

of research problems by a team of "problem scouts," trained in research evaluation who will audit the proceedings of the conference for this purpose.

4. Task groups will be formed following the general identification of problem areas to specify these problems in considerable detail including design, methodology, anticipated expenses, and relation to more comprehensive problems.

B. Approximately 35 persons will be invited to participate in the "Conference on Social Science Methods and Student Residences." Attendants will represent one or more of the following categories.

1. Major participants - leaders in the social science disciplines such as anthropology, psychology, sociology with competence in research design, and outstanding student personnel officers with an appreciation of the problems of student residences and a recognition of the potential value of disciplined, coordinated research. These persons, drawn from throughout the United States, will provide the working notes, and, along with the local participants, the working core for the discussion.

2. Local participants - members of the faculty and administration of The University of Michigan whose teaching, research, or administrative responsibilities make them particularly concerned for the application of social science methods to residence halls programs.

3. Observers who will attend the conference.

(a) Representatives of both the social sciences and student personnel offices from several small institutions which might be stimulated by this conference to engage in immediate small scale institutional research will be invited. Indications of interest in this conference will be solicited from personnel at Alma, Antioch, and Earlham Colleges and DePauw University.

(b) Representatives of institutions which maintain academic programs for the preparation of student personnel workers will be invited to help in the identification and development of research problems in the expectation that such problems will enrich the programs in the institutions and stimulate significant doctoral research in the preparation of dissertations. Michigan State University, Wayne State University, Columbia University, Ohio University all have doctoral programs in this area as well as in psychology, sociology and related social sciences. An indication of interest will be solicited from each of these institutions.

(c) A few doctoral candidates who have already indicated an earnest interest in the application of social science methods to extra-curricular student life, and whose dissertation topics are as yet sufficiently malleable to be affected by the proceedings of the conference, will be invited to observe the conference and share in the published proceedings with the anticipation that their dissertation research may reflect their participation in the conference. Six such attendants will be invited from a list of nominees provided by the chairmen of departments in which they are currently carrying on their studies.

C. Tentative Schedule

First day:	8:30	breakfast
	9:00 - 9:20	paper *
	9:20 - 9:40	discussion
	9:40 -10:00	paper
	10:00 -10:20	discussion
	10:20 -10:40	coffee
	10:40 -11:00	paper
	11:00 -11:20	discussion
	11:20 -11:40	paper
	11:40 -12:00	discussion
	12:30 - 1:30	lunch
	1:30 - 1:50	paper
	1:50 - 2:10	discussion
	2:10 - 2:30	paper
	2:30 - 2:50	discussion
	2:50 - 3:10	coffee
	3:10 - 3:30	paper
	3:30 - 3:50	discussion
	3:50 - 4:10	paper
	4:10 - 4:30	discussion
	6:00 - 7:00	supper
	7:30	South Quadrangle Lounge Open debate - Is the residence hall more than a place to live? Student leaders invited
	10:00 p.m.	coffee - Inglis House

Second day:	8:30 - 9:00	breakfast
	9:00 -10:00	"Measuring Social Patterns"
	10:00 -11:00	"Measuring Institutional Climate and its Impact on Behavior"
	11:00 -11:30	coffee
	11:30 -12:30	"Problems for Research"
	12:30 - 2:00	dinner
	2:00 -	Task Groups engaged in study of individual problems
	7:00	Dinner for Task Groups Task Group reports Address

* In order to obtain the maximum cohesion of discussion during the conference, several topics for working papers will be solicited from each major participant, and a sub-set will be selected for advance distribution to all participants and observers. It is, therefore, premature to specify the exact title of each paper. However, the topics for the three major addresses have been selected in advance to insure that certain key issues are raised and to provide a capstone for the discussion of the working papers.

D. Follow-up

Some time after the conference a questionnaire will be sent to the participants in order to evaluate the impact of the conference on research and/or administrative decisions by the participants. The questionnaire will permit "open ended" evaluation; however, its primary focus will be to identify, as far as the participant is able, specific behavioral changes effected. Respondents and institutions will be asked to describe the research they are then conducting in the subject area, to list parameters of research design, as well as broad conceptions, materially affected, or initiated, by events at the conference, and so forth. Participants will be informed at the time of the conference that this evaluation is a major responsibility of the project; the nature of the planned evaluation will be described, and they will be encouraged to keep records to facilitate accurate reporting.

V. FACILITIES

The major facility that will be utilized is Inglis House which has proven itself ideal for small intensive work conferences. Inglis House has residential and dining facilities for the participants as well as conference rooms, all in an appropriate setting for the conference.

On the second evening of the conference, the participants will also visit a University residence facility and meet and talk with students and student leaders.

Distinguished educators from the Department of Psychology, the Office of Student Affairs, and the Center for the Study of Higher Education at The University of Michigan have agreed to consult (without fee) to the proposed conference and its directors.

Dr. Theodore M. Newcomb, Professor of Sociology and Psychology, and
Program Director, Survey Research Center

Dr. James A. Lewis, Vice-President for Student Affairs

Dr. William Jellema, Associate Professor of Higher Education
Center for the Study of Higher Education

In view of the availability of optimal facilities and of local professional personnel in both of the relevant disciplines and in view of the educational approach which characterizes the Michigan House Plan for university residence halls, The University of Michigan seems a uniquely appropriate place for such a conference.

VI. DURATION

Total amount of time required: 1 year, 6 months

Beginning date: April 1, 1964

Ending date: September 30, 1965

WORK PAPERS

RESEARCH CONFERENCE ON
SOCIAL SCIENCE METHODS AND
STUDENT RESIDENCES

Inglis House
The University of Michigan
Ann Arbor, Michigan
November 28 - 29, 1964

Paul L. Dressel

An Exploratory Approach to Definition of the Ideal Living Learning Pattern in the University

Paul L. Dressel

Office of Institutional Research
Michigan State University
September 30, 1964

An Exploratory Approach to Definition of the Ideal Living Learning Pattern in the University

1. The Problem

1.1 There is a tendency toward division of student experience into mutually exclusive realms despite recognition that learning results from all experiences and that desired learnings would be achieved in greater measure by interrelated, reinforcing experiences

1.2 From the viewpoint of the university, personnel and experiences are organized around:

- (a) academic or instructional programs
- (b) student personnel program
- (c) residence hall program
- (d) student government
- (e) cultural and entertainment programs
- (f) intramural program
- (g) religious program

1.3 The programs of the university tend to be grouped in hierarchial order:

- (a) Intellectual, academic, vocational
- (b) Auxiliary (financial aids, counseling, health, residence halls)
- (c) Social, recreational (generated out of needs of all youth)
- (d) Irrelevant or ignored

with (a) primary and others provided to forward (a) or to forestall student generated activities which might interfere with (a).

1.4 From the viewpoint of the student, experiences are organized around three major areas:

(a) academic (classes, curricula, instructors)

(b) interpersonal (making friends)

(c) activities (seeking of influence and status)

Academic experiences are not necessarily given priority by the students.

1.5 The disjunction between the university approach to planning of experiences and the student categories of experience give rise to problems which the students attempt to resolve, often by means which may invalidate the educational objectives of the university.

Examples:

Students do what and only what is necessary to get grades.

Students cooperate to restrict amount of work required.

Students select snap courses.

Students select classes because of hours or location.

Students do not go to cultural and entertainment programs.

Student government is in continuing conflict with administration.

1.6 In summary, the problem is that a university should--but, in fact, usually does not--offer an environment for learning based on stated outcomes and with educational processes (learning experiences) derived from evaluation of their role in determining the environment and in effectuating the desired outcomes.

2. Factors contributing to the problem

2.1 The lack of clearly defined behavioral goals for undergraduate education. Emphasis is on credits, courses, and grades.

2.2 Evaluation practices are inadequate, reflecting lack of clear objectives. Grades given by instructors, based largely on cognitive outcomes, determine eligibility for many other rewards, memberships, and activity eligibility.

2.3 Bases for administrative organization, budgeting, decision making and planning practices are largely unknown to students and to faculty and bear no obvious relation to educational goals.

2.4 The academic organization into colleges and departments is based largely on arbitrary definitions of disciplines and on faculty concerns rather than on supra-discipline objectives and concerns relevant to an undergraduate program.

2.5 The respective roles and functions of instructional staff, student personnel staff, residence hall staff, etc. represent arbitrary divisions of student life and fragment rather than unify the student's experiences.

2.6 The planning of the physical plant and of the individual units is too often based on administrative whims rather than on educational principles and results only in maximizing the inconvenience of everyone concerned.

Examples:

Placement of men's and women's residence halls at opposite ends of the campus.

Separation of classroom and office facilities and of residence halls and academic facilities.

2.7 The communication network is hierarchical and is devoted to controlled selective dissemination of information rather than to full disclosure and discussion. The aim may be to build an image rather than face reality.

2.8 The practices in selection, retention, reward, and dismissal of students are variable depending both on individual whim and on considerations irrelevant to the purposes of higher education.

Examples:

Admission of athletes with low scholarship and ability.

Retention of athletes under circumstances when other students have been dismissed.

2.9 Systematic insincerity

Interest in individuals in the abstract with familiarity and friendship abstracted.

Pictures and file cards serve as reminders in lieu of actual knowledge.

3. Concepts and Principles Basic to a Solution

3.1 There must be an accepted, clearly defined set of educational goals including attention to cognitive, affective, and psychomotor objectives.

3.2 Both the environment and the educational processes (or experiences) must be planned in relationship to these goals.

3.3 There must be systematic, comprehensive, and continuing evaluation which encourages student self-evaluation, program analysis and improvement, and which models the type of rational approach to planning and decision making which we wish students to emulate.

3.4 There must be a balance between commonality and diversity in experiences. If students have very little common experience (one class) they will not significantly interact to forward their mutual and individual educational development. If they have all experiences in common, individualism will be stultified and boredom will ensue.

3.5 There must be both continuity and sequence in experiences.

Discontinuities are demonstrated by reshuffling of classes each term bringing together different groups of students and different instructors for each student. Discontinuity is also exemplified by changes in advisers at various points in a student's career, by selling of old textbooks and the buying of new ones, and by lack of connection between class and extra class experiences.

Lack of sequence is demonstrated by requirements involving the taking of many introductory, unrelated first courses in several disciplines, by the many courses without prerequisites, by discontinuities in attendance of students, and by lack of distinctive levels of responsibility and maturity for students as they progress through college.

3.6 There must be some underlying unity in the educational experience if it is to have maximal impact on the student. Experiences must in some sense by integrated, but they must also be integrative, and encourage individuals to seek their own integrative or unifying principles.

Attempts have been made to integrate education around knowledge, vocational competency, values, rationality (the examined life) or personal adjustment. Of these,the last two appear to be most comprehensive and allow the greatest possibility of individual adaptation and initiative in the search for unity. Of these two, the examined life (rationality, wise judgment) seems most appropriate to higher education.

4. Implications

4.1 The granting of the baccalaureate should be based on the demonstration of specified competencies rather than on completion of credits and courses.

4.2 Competency should be recognized without regard to time or pattern of experience involved.

4.3 Residence halls, cultural programs, student government, etc. should be planned so as to contribute to the development of specified competencies.

4.4 The courses taken by students should develop concepts and principles which are utilized and are evident in the operation of other facets of the students' experiences.

4.5 Students should be so grouped that the principles of commonality, diversity, continuity, sequence, and unity can be made apparent in both group and individual experiences.

4.6 The planning and decision making practices of the university must furnish the best possible model of how educated persons are to operate as individuals and as members of a group.

4.7 The living-learning experience provided in the university should develop patterns of behavior which continue after leaving the university; thus the university experience provides the model for a continuing living-learning experience.

Elizabeth A. Greenleaf

The Residence Community

THE RESIDENCE COMMUNITY

Dr. Elizabeth A. Greenleaf
Director of Counseling
for
University Residence Halls

Indiana University

As colleges and universities face the increased enrollments of the coming years, better ways must be sought to meet effectively the objectives of higher education. Perhaps the current and future situation is best summarized by Dr. Clark Kerr as he suggests certain problems which must be faced in our future universities. The first problem of consequence is one which

> . . . involves the improvement of undergraduate instruction in the university. It will require the solution of many sub-problems. . . . How to treat the individual student as a unique human being in the mass student body; how to make the university seem smaller even as it grows larger; how to establish a range of contact between faculty and students broader than the one-way route across the lectern or through the television screen. . . . Other major tasks include the creation of a more unified intellectual world . . . to relate administration more directly to individual faculty and students in the massive institution.[1]

The personnel in charge of today's halls of residence are aware of their responsibilities for contributing to the education of students. On the large college campus students spend the greatest part of their time where they live and, in the state supported institution, the largest single item of cost for an education is found in room and board charges. Even though the residence hall personnel may assume as their first basic objective that of providing an environment in which the hall program may contribute to students' learning, they are confronted with an inability to secure adequate staff, overcrowded conditions in the halls, larger and larger halls, and student attitudes and patterns of behavior which often hinder the realization of this objective.

One way which may help meet these and other problems confronting the institutions of higher education is the development of residence communities within the college or university. These residence communities can provide an environment in which the individual student can be more effectively challenged to meet his responsibilities for learning. This paper will describe the residence communities at Indiana University, the formation of which has been based upon certain basic assumptions:

1. The objectives of residence hall programs should re-enforce and supplement the objectives of higher education. If the objectives of higher education are "to preserve, transmit and enrich culture . . . to develop all aspects of personality, . . . to educate for acceptance of responsibility in a modern democratic society, and . . . to train future leaders in our society,"[2] then the objectives of those concerned with residence halls should be:
    a. To assist in providing an environment within the residence halls which will be conducive to academic achievement, good scholarship and maximum intellectual stimulation.
    b. To assist in the orientation to college life and to the self development of each student to the end that each understands and evaluates his own purpose for being in college.
    c. To interpret University objectives, policies, rules, regulations and administration to students, and to interpret student attitudes, opinions and actions to the administration.
    d. To provide the opportunity for faculty-student contacts outside the classroom environment to the end that learning experiences are enchanced.
    e. To provide for the basic concerns of the individual student within the ever-growing campus community.
    f. To provide through student government an opportunity to practice democratic living, an opportunity for students to learn to work with others, and to provide integrated social, recreational, cultural, and intellectual activities in order to broaden the use of leisure time experiences.
    g. To provide an atmosphere of warmth, high morale and loyalty towards the living unit, the residence center and the University.

h. To help develop in each student a sense of individual responsibility and self discipline in learning to control individual lives and actions.

2. Residence hall staffs should be committed to work with individual students at a time that enrollments are greatly increasing. The students enrolling at Indiana University are entering a multi-purpose institution; an institution with a minimum of entrance requirements so that students come from a great variety of economic backgrounds, with a great variety of experiences, and with a great variance in academic ability; an institution with specializations such as a school of music, special non-degree programs, a graduate school; an institution in which communication is most difficult.

3. The residence hall program must recognize that students come to college with certain basic human needs, regardless of the size of the institution. These include a need for achievement, recognition, status and acceptance, affection, and understanding; needs which are met through the student's contact with peers and adults in the campus environment. It is the failure to meet these needs that has caused many a "college drop-out."

4. Residence hall living should provide the opportunity for self identification. For the most part the four year period of college is a time when the young adult is faced with making many decisions which challenge his values, his attitudes, his beliefs. It is a time when the young adult must take a look at "Who am I," "What am I," "What do I want to be?" It is only when the student has a real concept of himself that he can assume his full responsibility for learning.

5. If, as is often asserted, the young adult can best be influenced by adults of the community as he faces decision making, there must be an opportunity for effective communication between more mature, experienced persons and students. At the same time this need is recognized, the student is living in a peer culture. Adults are further removed from the student than ever before. The faculty member is pressured by the demands of large classes, too many papers to grade, the necessity for publication and research and by committee work. The Student Personnel Administrator is so involved in determining policy and handling discipline that he has little opportunity for personal contact with students. The shortage of qualified professional staff at the grass roots level, further compounds the problem.

6. The environment impinging most upon the student is that of his immediate living group. Be this a fraternity or sorority house, a residence hall or an off-campus house, the student often spends 60 to 65 per cent of his time where he lives. Due to the scarcity of land, cost of construction and demand for housing, these living units continue to become larger. The fraternity house which once housed 40 to 50 now houses 100; the residence hall which housed 150 now houses 250-1000 and is 10, 12, 16, 22, 24 stories high, and off-campus residences are providing housing for 40 to 400 instead of homes for 4 or 5 students.

7. Students are much more apt to develop activities and programs within the halls and to assume responsibilities for their own environment when there is an active student government. The peer acceptance of student leaders who can influence attitudes and values and who can give an importance to learning is necessary for meaningful interaction of students, faculty and administration.

8. Small college campuses which exert considerable influence on students and provide a great intellectual environment have many characteristics which can become a basis of a residence community. The nature of the selected student body provides a peer culture to challenge an individual to real learning; faculty student contacts are many and informal, there is adult challenge for the student at the time of decision making, and student's needs are more easily met for there is an opportunity for recognition and acceptance in campus activities. Although many people continue to extol the advantages of the small college, as tuitions continue to increase and enrollments are limited, a smaller and smaller percentage of students may take advantage of this "elite education."

Indiana University is in its sixth year of intensive development of residence communities. These ten communities, with two exceptions, house 1000 to 1200 students. They have been encouraged to develop their own character and each is beginning to show a strong community identification. Communities differ in physical construction, in the degree of homogeneous groupings of students, and the amount of experimentation with various types of programs. Although actual classes are not held within the residence halls, each community can be considered similar to a small college within the larger university. Some are co-ed "campuses," some all men or all women and one is a graduate campus. One community is low cost housing and attracts many students who come to college on scholarships, while another center attracts the women who especially look forward to sorority membership. One community has eight separate halls, another two tower buildings.

When a freshman arrives at Indiana University he becomes a member of a living unit of approximately 50 students which is a part of a residence community, and yet he has available to him the rich resources of the larger university. It is within the residence community that living arrangements can be made so that advantages may be taken of "peer culture" and informal faculty and adult contacts.

It is from associations in the living unit that the student may receive individual recognition and acceptance as he participates in the various activities of the community. Within the communities many types of units can be identified, each providing a different "climate" and each making special contributions to its members. These include Resident Scholarship Units, Co-operative Units, an apartment unit, special academic units, upperclass units, and units which, except for selection of members, provide all the characteristics of a fraternity.

It is through the residence community that the freshmen student first perceives the expectations of the college community for its members. The stage is set on the day the halls opens. The bulletin boards hold the scholastic honor rolls for the past year and list the Operas, Auditorium and Convocation series for the coming year. Special provisions are made to have the community libraries open and the art prints, which may be rented for 25¢ per semester, are on display for students to make their selections. The hall staff, student officers and the presence of faculty in the hall indicate the interaction to be expected of faculty, students and staff. The orientation programs planned within the center provide for discussion groups on educational films, and expectation for study time is set the day of registration.

To what extent the residence community can provide an environment in which a student can assume responsibility for learning is influenced by a number of factors. The most important appear to be physical facilities, adequate staff, availability of faculty, and the development of effective student government.

Physical facilities. On a typical small campus one would expect to find a group of residence halls housing from 20 to 150 students. Students might eat in a central dining hall, or, if dining halls are within the residence halls, provisions would be made for exchange dinners and informal mixers. Somewhere a snack bar would be available where students and faculty gather. The library, the auditorium and the classrooms which are used for meeting space are all within a few minutes of the students' living quarters. Somewhere near the center of campus would be found the student personnel offices and student government rooms, and on the edge of campus would be intramural fields and space for organized recreational programs.

Although it means multiple use of space, all of the facilities of the small campus can be found within the residence communities at Indiana University. Large dining halls are perhaps the best example of facilities which may be used for a variety of purposes. In addition to the special dinners and banquets, dining halls are frequently used as proctored study halls, libraries, movie theatres, writing clinics, ball rooms, choral practice rooms and student government meeting rooms. A room within a community which may seat 25 to 30 people may double for small dinners, student government and staff meetings, Judicial Board hearings, small study seminars, and faculty-student discussion groups. By isolating the floor lounge from the student rooms, it may be used for group discussions, card playing or visiting until closing hours, study space after closing hours, and small informal unit functions. In three communities a room is equipped for a radio station, while another has a small chapel and several have their own snack bars. Programs can not be developed within the halls if there is not space available, but space can be found without having to provide separate areas for all activities.

Important to control of environment, to communication and to group identification is the type of construction best for the living unit. What type of room arrangements best allow students to remain individuals yet provide for associations with people of varying backgrounds? What are the advantages and disadvantages of the "gang bathrooms?" What are the relative merits of single verses double rooms, or the vertical verses horizontal groupings? Where should the Resident Assistant's room be located? What effect do furnishings have on study habits and adjustment to hall living? These and many other questions continue to be asked as more and more halls are under contruction.

Staffing of halls. Few people know the answers to adequate staffing of halls. The person to be considered first is the head resident who is usually responsible for 200 to 500 students. There are not sufficient numbers of well-qualified student personnel workers today who are willing to live within the halls. The use of older mature women of limited training such as housemothers, is less desirable because of the need for energetic, well-educated hall personnel to challenge today's sophisticated student body. Faculty members neither want to be tied to the responsibilities of residence halls, nor to be isolated from their teaching colleagues and their obligations as members of the teaching faculty. As one considers unit staff, it is possible to use seniors or graduate students as Resident Assistants. Their effectiveness will depend upon how carefully they are selected and the training they receive.

Each residence community has a professionally-trained person responsible for student personnel services within the community. The Head Counselor is responsible for supervision and training of unit staff, advising student activities, giving stimulation to special academic programs, providing an environment which encourages learning. He may also do a limited amount of individual counseling. For all practical purposes he is a Dean of Students for his campus. In most co-ed communities an Associate Head Counselor with responsibilities for programming is also available. By giving responsibility and challenge to the professional person, it is possible to provide continuity to the community which is so vital to its effective operation. Each Head Counselor is responsible for his community. The extent to which the center develops its own identity, develops cultural, academic and social programs and provides for identification and work with the individual student is largely dependent upon the creative efforts of this person.

Since this student personnel worker finds himself deeply involved with administration, discipline, and advising of the community level program, a major responsibility for the creation of a learning environment must be assumed by the Resident Assistant within the living unit and the faculty associations within the halls. Basically the Resident Assistant at Indiana University is challenged with these responsibilities: 1) to provide an environment within the unit which allows each student to meet his responsibilities for an education, 2) to serve as an adviser to student government and, 3) to be aware of individual student's needs so that referrals may be made.

Although forty percent of the unit staff are preparing for student personnel work and thus combine their work in the hall and their academic programs in an Internship, the 170 unit staff represent 33 major academic areas. The most important concern in selecting staff is to secure individuals who personify institutional goals, persons who are inquisitive about the world around them, and who are sincerely interested in and accepted by the students. The Resident Assistant conveys the image of the university to the students from the first contacts; his excitement for learning sets an example. He is near enough to the age of the student that certain "peer" influence is possible, yet through training and experience, he should be able to encourage students to use the resources of the campus to make college more meaningful.

A central office staff assumes the responsibility for policy formulation, university representation, selection and training of staff, development of special programs and for inter-community coordination.

Faculty participation. It is assumed that faculty-student contacts outside the classroom can be used to stimulate learning in many ways. Therefore, an opportunity should be provided in an institution of higher learning for students to meet with faculty members on an informal basis. The experience and wisdom of faculty should be used to stimulate students to think creatively about current problems and areas of knowledge which are relatively new to them.

It is through the efforts of the Head Counselor, the Resident Assistant and student officers that faculty have become involved in residence communities at Indiana. A faculty member, selected by the students with appropriate recognition from the university, serves as a Faculty Associate to a living unit. He is provided with the opportunity to eat in the community with members of his unit with the expectation that over coffee and dessert the informal discussions can take place. Faculty Associates often attend unit meetings and provide the stimulation for discussions; they may bring distinguished campus guests to dinner, or involve other faculty members as speakers for scholarship banquets, debates or discussions. Frequently, the Faculty Associate participates in the many unit and community functions. It is important that faculty members see that their contributions can be valuable to extra curricular learning and the administration must in turn be willing to give them appropriate recognition for this contribution.

As a result of contacts with Faculty Associates, a number of other faculty contacts have been made. More and more students take advantage of guest tickets to have faculty members to lunch. In one residence community Faculty Associates have been selected by the center as a whole, and in still another community, freshmen academic advisers, who are assigned their advisees within that community, also serve as Faculty Associates. All are attempts to develop informal faculty-student contacts outside the classroom. Faculty members become strongly identified with their units. They are just as anxious to know how the unit comes out in an intramural athletic contest, or whether a member won in a student election, as the students in the unit. They have questioned disciplinary action taken with a student in their unit or questioned procedures and policies of the community; all for the betterment of administrative, student and faculty understanding.

A rather thorough evaluation of the Faculty Associate program made during the 1962-63 school year revealed that the Faculty Associates were most successful when the students of the unit participated in the selection process, when the unit counselor actively supported the program and gave encouragement to student officers, and when upperclassmen and academically superior students were involved. By far the greatest majority of Faculty Associates felt the experiences were valuable to them in developing a better understanding of students.*

Student government. The structure of residence hall student government follows that of staff organization. An Inter-Residence Hall Council, composed of Inter-Residence Hall Association officers and the community presidents, is responsible for coordination, providing stimulation for programs, and representing the students of the halls within the total university. Major activities are accomplished within the communities. A constitution which combines men's and women's government provides for cultural, academic, social and communication committees and states that the responsibilities of student government is to . . . "elevate the scholastic standards and foster a high academic atmosphere within the halls, to provide for the social development of students, to represent the students of the residence halls to the total campus, and to promote their general welfare within the framework of Indiana University."[3]

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*An evaluation made by a student leader in the halls, Mrs. Sandi McVay as a part of a Senior Honors program.

Student government within the residence communities provides a large number of students with a "laboratory of human relations." It provides individual students with an opportunity to participate as members of the community, to develop and apply leadership skills, to use developing personal competences and to make judgments bases on the growth of knowledge and skills. It is through participation in student government that students assume a personal responsibility for learning experiences and for the activities important to students' leisure time. Through serving on judicial boards, evaluating rules and regulations and assuming the responsibility for their activities, students can influence the environment in which they live. If those concerned with the halls believe in democratic procedures, all residents can be involved in expressing their concern for the way they live. This results in better communication and understanding between administration and students.

As student officers develop programs and assume the responsibility for their living environment, more effective student participation has resulted. The academic purpose of Indiana University when explained to freshmen by student leaders is more effective than when it is explained by the Head Counselor. It means more for the student officer to insist on quiet hours than for the unit counselor. When the community presidents, with one exception, all maintain better than a "B" average, when the Inter-Residence Hall Association President is also a Rhodes Scholar nominee, when residence community scholarship recognition banquets include by far a majority of unit governors, a stage is set to show students what is "expected" and "accepted" by their peers.

If valuable experiences for learning are to take place, students must be thoroughly involved in program planning and implementation. During the past five years it is possible to point to numerous programs which have been successful as students have assumed this responsibility. The first language tables started by staff lasted three months; those started by an Academic Co-ordinate have lasted two years. The Faculty Associate selected because the students of the unit felt some relationship to him proved more successful than a faculty member "assigned" to a unit. When it is students who "drum up trade" for a block of seats at the Opera or a theatre production, or a tour of the Art Gallery, participation is likely to reach its highest level. Student directed newspapers, radio stations and extensive recreational programs are to be found in a number of the communities. This is not to say that some wise adviser might not have given an idea to a cultural, social or academic chairman, but the idea becomes a student's and is therefore accepted by other students.

Conclusion. This paper has described the residence communities at Indiana University which attempt to provide an environment in which the individual student may be challenged to know why he is in college, to be challenged to identify himself within the university environment to the end that he will assume his own responsibility for learning and his own responsibility for an education.

Although many hours of work and the ideas of many people have gone into the numerous residence community programs, little or no research has been carried out to see if the stated objectives are being achieved. Each community differs significantly; thus there is a rich opportunity for comparative evaluation of many aspects of student living. The next story to be told at Indiana should be the result of carefully planned research.

References

[1] Clark Kerr, The Uses of the University, (Harvard University Press, Cambridge, 1963), pp. 118-121.

[2] Kate H. Mueller, Student Personnel Work in Higher Education, (Houghton Mifflin Company, Boston, 1961), pp. 4-16.

[3] Your Key to Residence Hall Living, Indiana University, 1964.

Melvene D. Hardee

The Residence Hall: A Locus for Learning

THE RESIDENCE HALL: A LOCUS FOR LEARNING

A paper prepared by Melvene D. Hardee, Professor of Higher Education, Florida State University, Tallahassee, for the Research Conference on Social Science Methods and Student Residences, University of Michigan, Ann Arbor, November 28-29, 1964.

A Preface

T. S. Eliot has written a symbolic poem, The Wasteland, in which there are recurrent lines such as these:

> Here is no water but only rock
>
> Rock and no water and the sandy road...
>
> If there were water we should stop and drink
>
> Here one can neither stand nor lie nor sit.
>
> There is not even silence in the mountains
>
> But dry sterile thunder without rain...

An interpreter of the poem comments that the dissatisfaction which is symbolized in the dry land's longing after rain is also expressed in the individual's hungering for life--in contrast to his being reduced to a state of helplessness and emotional impoverishment.

It is quite likely that T. S. Eliot did not anticipate that his masterpiece would be applied to residence hall living. However, on parts of the campus that many of us know best, there is "no silence in the mountains" (skyscraper halls) but much "dry sterile thunder without rain" (sound and fury indicating nothing.)

This conference will, in all likelihood produce "rain-makers" whose concerted efforts can reduce the impoverishment (emotional, academic, social, spiritual, and other) observable in the lives of students. At any rate, the "cloud-seeding" process to be effected through research would seem to be a commendable beginning.

1. The Problem Presented

Public relations personnel in college and university, intent upon capturing headlines, have composed yards of copy featuring the cost of new atomic research centers and other campus structures, notable among them new residence halls for students. In a number of instances, the atomic research center and the newest student residence have shared a headline-in-duo. The partnership may be viewed in several ways: first, it may be suggestive of the growing importance of the residence halls, hitherto considered to be devoid of all academic import in contrast to the centers for scientific research which rate at the top in institutional priorities. On the other hand, one may view the publicity as an announcement to the taxpayer or donor that the cost of one edifice may closely approximate the cost of the other, particularly if the residence hall bears likeness to a Florida luxury hotel.[1] On this score, readers soon discover that not only are residence halls coming in high-rise size, but they are coming in higher rising taxes, larger gifts from philanthropists, and higher student fees.

But to pursue the first supposition, are there actual evidences of shrinkage in distance between the classroom or laboratory and the student residence area? What is the relevance of residence hall living to collegiate learning? A fairly prominent theme in public relations materials, catalogs, student handbooks, and orientation brochures is one contending that "the goal of the residence program is to provide living facilities which will help the individual student resident achieve scholastic success to the best of his ability." One could conclude from this that scholastic success is the sole success goal. Or, one could assume that while personal-social goals may have some importance, they have become happily merged with the scholastic goal. But one must search assiduously in the residence halls on the 2200 and more college and university campuses of America to find evidence of this merger.

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[1] See Howard Bowen, "Where Are the Dollars for Higher Education Coming From?" Current Issues in Higher Education, 1960, Washington, D.C., p. 15.

In too many instances, the residence hall contributes mainly to the physical well-being of the student. That there is adequate space and proper head, light, ventilation, and sanitation together with courteous service and protection from outside harm is the chief boast. What appears to the eye of the campus observer are stretches of educational wasteland surrounding small, well-watered oases. At the heart of the oases are the classrooms, regal in brick and ivy-covered or starkly new in their steel and glass design. Inside the classrooms, LEARNING (in capital letters) goes on--in the _l_aboratories, _l_ecture halls, _l_ibraries, _l_istening rooms, all alliterative!

On the oases can be found the faculty members sharing their wisdom with roving students who gather in groups numbering 35 to 300 for 12 to 15 hours a week, to learn of life while in process of living. In the surrounding great stretches of educational wasteland can be seen the pyramiding or mushrooming residence halls; the student union with its sarcophagi of government cubicles, activities and publications offices; and nearby, the cavernous gymnasium surrounded by stretches of playing field. In these places, there is never-ending activity, buzzing to bruising, with the learning all in lower case.

In these same educational wastelands, the adult tribal population consisting of personnel deans, residence counselors, directors of student activities, supervisors of recreation and miscellaneous others, some with and some without academic trappings--and almost all without tenure--live out their lives in quiet dedication (often times desperation!). They are in the settlement but not really of it. They are on the payroll but barely so. They are educational "camp followers," rootless and often hope-less. Though they may spend the day or night in weaving a fabric of knowledge, skill, and attitudes, they are not considered teachers. Although they work at the loom of life with younger, more impressionable apprentice-students, the product is said not to be teaching. (Learning and teaching take place only in the oasis. In the outer barren plateaus, there is only eating, sleeping, conversing, and studying, relaxing--in short, only the activities with which the students concern themselves the 153 hours per week after the barely-fifteen hours of class activity.)

Should another Glacial Age occur and archaeologists in their diggings discover half a million years hence these once-thriving centers of collegiate learning, they will discern readily the pinpoint gardens of the Nile where classes were held--and the dunes beyond where the students lived. The contemporary hope is that increasingly institutions will experiment with plans for reclaiming the educational desert places--for shrinking the distance existing between the residence hall and the classroom.

2. Why the Distance?

There are several reasons for the separation between the residence hall and the classroom, laboratory and library: (1) residence hall personnel, in many instances, possess a rather limited view of their role in the educational enterprise; (2) faculty members and academic administrators share a restricted view of the work of residence personnel; (3) students, as well as their parents, fail to perceive the residence counselor as a contributor to the educational program; and (4) the location of the residence hall in the campus "master plan," as well as the interior design and decor of the hall, are often ill-adapted to learning.

1. The Role of the Residence Counselor: Those who direct the residence hall program are variously designated as house-mother, director, resident head, house manager, residence counselor--to cite only a few appellations. The discussion in this paper centers upon the last-named, the residence counselor, one professionally trained for the position.[2] A diary of the daily activities of the residence counselor will include general hall management, supervision of housekeeping, enforcement of rules, planning of social, educational, and recreational programs, advising with groups of students, and counseling with individual students. Delegation of some responsibilities to social director, graduate assistant, housekeeper, hall president or other will be noted, with responsibility for coordinating the entire operation falling to the head resident or residence counselor.

The isolation of residence personnel from the faculty in general can be heard in comments such as these: "I do not feel that I am a part of the faculty.

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[2] See the discussion of suggested areas of professional education outlined by Mary Omer, "The Program of Residence Counseling," in Counseling and Guidance in General Education, Melvene D. Hardee (editor), World Book Company, New York, 1955, p.223.

Nor do I know any faculty members very well. We have an occasional one in to speak to the students in the hall, but as far as my being acquainted with them, their work, and the goals of education on this campus, I am not in any position..."

The underlying plaint is, "I have not been invited to participate in aspects of the student's general education. While I have some ideas about how and what students learn, and the conditions under which they learn, nobody has asked me to share these. It appears that what I do in the residence hall in company with groups of students, or in individual conferences with a single student, is incidental to the larger educational mission."

However, it is the writer's belief that the residence counselor can contribute to planning--particularly in the area of general education. The counselor in residence has the opportunity for aiding students to accept and integrate new ideas emerging from formal courses, for assisting students in their adaptations to new concepts and patterns of value, and for helping them in their resolution of problems precipitated or intensified by the college experience.

2. The Expectation of Faculty Members: Faculty members will acknowledge as colleagues those who attend faculty senate, who sit in committee session, who socialize in the faculty club, as well as those they perceive in the library, the convocations, lecture halls, and other centers of college or university life. Frequently on college campuses, residence personnel are not uniformly accorded faculty status nor are they in evidence in the usual campus meeting places. Thus, faculty members often fail to associate residence counselors with the ongoing educational activity of the campus. They attribute to residence hall personnel "scout-like" traits, conceding them to be investigators on the alert for trouble--particularly vigilant on fall nights after smashing athletic

victories or spring evenings when the new moon inspires mass pursuit, by males, of Dianas in dormitories.

Numbers of faculty have the notion that graduate students, majors in any academic discipline, can be stationed in the halls, to preserve law and order. Others have the idea that a full-time teaching faculty member from any discipline can be recruited to occupy quarters in the residence hall, lending stability. The parent surrogate, the authoritarian figures of matron or policeman, the "Big Brother" graduate student--these are images denoting the varying perception of the residence counselor or resident head.

Most faculty members avoid even a casual visit to the residence hall. Their knowledge of it can be summed up, "That's a place where students sleep." Rarely does a faculty adviser consult with the residence counselor on the relationship of the student's out-of-class living to his classroom achievement. Even more rarely does the chairman of a general education area ask residence personnel to contribute to the teaching in humanities, social sciences, natural sciences, or related.

Nor will residence personnel make the initial overtures by suggestions such as these: "Could I implement your teaching of the unit on contemporary American painters by an exhibit of some well-chosen paintings in the lounge of our residence hall? Could our hall join in some way with you in the presentation of Beethoven's works? Would your social science staff assist us in the election of house council officers next month? Could we consider together why it is that some of our academically talented students fail to keep up with other honors students?" On too many campuses, these ideas are dreamed about but never spoken out.

3. The Expectation of the Student and His Family: The perceptions held by students of their residence counselors are likewise varied. Among the common stereotypes are those of "Mom," "Sis," "Big Brother," or "housekeeper." It is with genuine surprise that students learn that a residence counselor may possess an academic degree with scholarship evident in psychology, sociology, education or an other field of study. (One student has confessed to having made this discovery in her fifth year of residence living after she had enrolled in a graduate course insstudent personnel work, with promptings to ascertain more about the competencies of her counselor.)

The expectation of some parents parallels that of students themselves. At first meeting, parents of new students often assume they are leaving son or daughter in the custody of a keeper--one watching over the offspring by day and by night. The residence counselor will be adjudged as a medical, legal, spiritual, or business adviser to students. Parents generally underestimate the educational role of the counselor with consequent over-stress of the role of "foster" mother or father.

4. Planning for Residence Halls in Location and Design-Decor:[3]

In many master campus plans, the residence halls are peripheral to the classrooms, laboratories, and libraries--out-of-bounds and off-limits, geographically and psychologically. The placement of residence halls in close proximity to centers of learning is of increasing importance, insuring easy movement of students from living centers to library, listening rooms, workshops, studios, and related activity areas.

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[3] It is fitting that the writer defer to her esteemed colleague, Hal Riker, of the University of Florida, Gainesville, on discussion of this topic. See College Students Live Here and other Riker writings.

Writing of the travesties of architectural planners, Stone recalls that some residence halls possess the one virtue of being defensible from a military point of view. He queries:

> Why do these architectural conditions insult the moral sensibilities? Because there is not assumption whatever that people are individuals, no assumption that man ever needs to be alone with himself or his thoughts, no assumption that grace and beauty and gentleness are virtues meriting acknowledgement in the space man fills with his life.[4]

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[4] Wilfred H. Stone, "Stanford's House System: The Spaces for Freedom," Sequoia, Stanford University, Autumn, 1958.

"The space man fills with his life" is the concern of the total campus--of administrators in academic areas, of student personnel administrators, of teaching faculty, of counseling personnel, and non-academic personnel to the degree that all are knowledgeable and involved.

3. A Locus of Learning

Almost any observer will admit that though humanities coursework concerns itself with moral philosophy, so does residence hall living. The social sciences express concern for man's relationship to man in complex and changing social settings; so do out-of-class groups, the residence halls among them. The disciplines in science place stress upon scientific method--on logical, predictable, precise and measurable procedures in the study of phenomena of growth, mutation and differentiation in the laboratory. Is there not the possibility of applying a method for viewing and assessing the growth processes of human entities in the "crucible" of residence hall, fraternity or sorority house, cooperative housing venture, or married student dwelling?

When the college student "buys" a room in the residence hall, he should expect to receive more than a warm nesting place, a pleasant roommate, a convenient storage place for books and clothes, and a private telephone. The student should experience " a program " of campus-wide education which embraces a distinctive way of living. These five issues assume importance in the residen program:

1. There will be coordination of efforts of instructional and residence hall personnel.
2. There will be provision made for informal and spontaneous activities within the hall.
3. There will be attention directed to "the forgotten student".
4. There will be provision made for the student's larger learning.
5. There will be attention directed to the student's total campus affiliation.

4. Reclamation in the Area of Residence Halls

1. Coordination with Academic Personnel: Now is the time for residence hall personnel to move toward instructional personnel, with offers for enriching and extending the program of learning. Before such a merger can be effected, howev residence personnel will need to apprise themselves of the content of learning

in general education--the humanities, communications, natural and social sciences, etc. Thereafter the residence counselor must recognize the relevance of personal-social adjustments of students to their academic success.[5]

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[5] See Paul L. Dressel, "The Determination of Student Needs," in Counseling and Guidance in General Education, op. cit., pp. 26-46.

Some questions which persist: Under what conditions can residence hall personnel, in company with instructional personnel, contribute meaningfully to the general education of the student? Can the Stephens College experiment in living and learning be extended to multi-purpose, publicly-supported institutions? What evidences of coordinated effort of instructional and residence personnel exist in large, multi-purpose institutions, privately and publicly supported? What administrative provisions make coordination of the two groups possible? Are there particular characteristics, personal and professional, of residence personnel who are happily coordinate in their effort with instructional personnel?

2. Provision for Informal and Spontaneous Activities: A student may engage in a stimulating discussion in the classroom only to walk a few minutes later into an atmosphere in the residence hall that is sweetly somnolent or wracked with senseless horseplay. Since students continue to demonstrate their penchant for learning from one another, provision must be made for learning without benefit of teacher. There are more instances than have been dreamed of where residence personnel can take an active part in the free-flowing, after-action emanating from class or laboratory.

Some questions which persist: What over-all provisions can be made within the residence hall for "spill-over" of classroom discussion? Is the residence hall counselor sufficiently skilled in communications techniques? Can the counselor stimulate discussion in small groups, moving out into areas and disciplines which are unfamiliar with no loss of effectiveness?[6] Are residence [redacted] personnel willing to learn group discussion methods "on the job" under communications experts? What are the perceptions of residence personnel as they participate in discussion groups? Do they recognize student concerns in questions phrased about general and professional education, educational and vocational goal-setting, personal and group relationships, and value assessment?

3. Attention to the 'Forgotten Student': The individualization of education ought to be strikingly apparent in the residence hall. Here, "faceless anonymity that I.B.M. cards, drop cards, seat numbers, and I.D. numbers represent" should be replaced by respect for a particular individual. In the residence hall there should be both consideration of the individual as a group member and as an individual apart from the group.

Some questions which persist: Are there ways of organizing the living arrangements, particularly of expanding campuses so that anonymity and depersonalization are reduced to a minimum and identification and involvement are naturally facilitated? Are there things that university administrators can do that have thus far not been given thought? Do we need to decentralize or deprofessionalize some student personnel functions so that there can be more informal and less "official" contacts between students and adults in the campus community?[7] (Example:. Could the central counseling office "carry" its expertise at designated times to the residence halls rather than wait upon students to come "cross country" to the not-too-easily-found counseling service? How mobile dare a service become in a day of high mobility?) If involvement and participation increase the effectiveness of student learning, to what extent can upperclass students develop their potential by assuming appropriate functions within the residence hall as "extensions" of the residence counselor or resident head? How can communication of faculty adviser and residence counselor be effected to identify and deal with the about-to-be-forgotten students?

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[6] See examples of discussion techniques in Randall W. Hoffman and Robert Plutchik, Small-Group Discussion in Orientation and Teaching, G. P. Putnam' Sons, New York, 1959. See Melvene D. Hardee and Margaret Bernauer, "A Method of Evaluating Group Discussion," Occupations, 27: 90-94, 1958.

4. Provision for the Larger Learning: Every residence hall counselor with conscience (and this is every counselor!) gives thought in the quieter moments of his or her working day to the kind, amount, and extent of contribution being made to the student's total learning. We may assume, without too much argument, that the major aim of the student's first year is to win the student to the intellectual enterprise, with these objectives: (1) to capture the student's imagination; (2) to give him a sense of what it means to become deeply involved in a discipline or a subject; (3) to learn things that make a difference in his life; and (4) to be a member of a community that is devoted to the pursuit of

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[7] From Report to the Commission on Academic Affairs, American Council on Education, by Joseph F. Kauffman, June, 1964, and reproduced in two parts in The Educational Record, Summer and Fall, 1964.

truth.[8]

Some questions which persist: What are the provinces of the residence counselor hall in these four areas? What are his or her limitations? To what extent is the student permitted to "express his impulse life" within the residence area? What forms does this expression take--political, aesthetic, social, economic, spiritual, vocational, other? What possibilities exist in the residence setting for discussion of rights and obligations of students? For airing of ideas in miniature U.N., Town Hall, and moot court? What are the possibilities for examining in the residence hall the aims and purposes of higher education in general and the institution's own goals specifically? To what extent can the hoped-for productive partnership of student and college be examined in the residence setting?

5. Attention to Total Campus Affiliation: Some educators upon hearing a description of the college residence complexes at Michigan State University have commented that the student dweller in the contained college fails to achieve identity with the institution as a whole. They contend that the really big issues of such a really big campus by-pass those who live in the institution's back bay or or southwest forty! Even without the complex, some students are thought to be "roped off" from the campus as a whole, both in institutions large and small, because residence loyalties are stressed more than institutional ones.

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[8] Nevitt Sanford, "Implication of Personality Studies for Curriculum and Personnel Planning,"*Factors on the College Campus, The Hogg Foundation, University of Texas, 1962, p. 15. (See also the reference to "expression of impulse life.") * Personality

Some questions which persist: What are the primary identities of students in residence in their various classifications--freshman, sophomore, junior, senior? Is there a particular climate of learning for a residence complex which differs from that of the campus as a whole? Is the residence complex effecting greater holding power (fewer withdrawals--more students continuing their education without interruption) than the ordinary residence? What residence arrangements do effect greater holding power--for men, for women? (Example: Do the Heritage Halls apartments for undergraduate women at Brigham Young University--and adaptations thereof--permit the woman student's greater involvement in "homemaking" while in college, thus encouraging her continuance?) Through what residence hall programming does the student not only become identified with the campus as a whole but also the community at hand?[9]

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[9] See Henry Steele Commager's discussion of the university's obligation for effecting meaningful relationships with the nearby community in, "Is Ivy Necessary?", Saturday Review, September 17, 1961, p. 70.

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5. Summary and Conclusion

To increase the teaching-learning potential of the residence hall there is needed: (1) reduction in the geographic and psychological distance between classrooms, laboratories and libraries; (2) a shift from a climate of aridity to productivity within the halls; (3) a restructuring of the role of residence counselors to bring them into more active instructional planning; and (4) the initiation of plans to bring faculty members and residence personnel together to assist and work with students.

Some students will be motivated to learn not only in classroom, library, and laboratory but also in residence hall. They will experience "peak learning" in a discussion led by a residence counselor, a recital staged in the residence hall, an informal gathering of students in the lounge of the residence, or in individual conference with the counselor.

In such instances (to return to T.S. Eliot and The Wasteland), there will be "atmospheric" changes on the campus..., respectful silence in the mountains and life-giving showers on the plateaus. The educational wastelands will have been reclaimed!

Kenneth Keniston

The Residential "House":
Research Roadblocks and Prospects

The Residential "House": Research Roadblocks and Prospects

Our rapidly expanding undergraduate colleges are increasingly turning to the residential House as a way of giving undergraduates a greater sense of personal"belonging", greater contact with faculty members, and a richer educational experience than is possible in a dormitory. I use the term "residential House" here to designate a residential unit within the total undergraduate college community which has many features not ordinarily found in student dormitories: an administrative head, often assisted by senior tutors or a House dean, who has primary administrative and disciplinary authority over the students in his House; a small resident faculty, and a non-resident senior faculty who are "Fellows" of the House. The residential House, variously called a "college", a "house" or a "hall", tends to be a self-contained unit in all but academic matters: thus, is is expected that most students will center their personal, social and recreational life in their House. Furthermore, most Houses supplement the academic fare of their colleges with special educational programs: seminars, guest speakers, student-faculty tables at meals, tutorial programs, or "House sections" of large undergraduate courses. The growth of residential Houses within many of our largest undergraduate colleges is an effort to decentralize, to give students a sense of belonging to a unit more personal and individuated than the large impersonal college.

Since I was a college sophomore, I have been connected with three such residential Houses: Eliot House at Harvard, an undergraduate residential college which houses approximately 450 undergraduates, 20 resident faculty members, and has a non-resident fellowship of about 60;Balliol College in Oxford, which is responsible for approximately 350 undergraduate and graduate students, with 20 resident fellows and a non-resident fellowship of 40; and Davenport College at Yale, with about 300 undergraduates, a resident faculty of about ten, and a non-resident fellowship of 50. I mention this continuous association of more than 16 years with residential houses as background for the point from which I want to begin - namely, that during these years, I have myself done no research within any of these colleges, despite my continuing interests in the effects of social setting on personality development, nor - much more important - do I know of any research carried out within any of these Houses (or any of the other Houses at Yale, Oxford or Harvard) during these 16 years (or before this period). At the same time, both Harvard and Yale have very active research groups in psychology, sociology, anthopology and student health, which have been eager to conduct such research. Yet the fact remains that little or no research has ever been carried out. Why is this?

One reason undoubtedly is suggested by the motivation for this conference itself: ignorance on the part of both administrators and social scientists of the possibiity for research in this setting. And perhaps the dissemination of clearer information about the possibilities and promises of such research will alone remedy the situation. But I doubt it. In fact, my own efforts, like those of a number of my colleagues, to use the residential House as a research setting suggest to me that there are very strong conscious and unconscious forces working to make such research difficult, if not altogether impossible. Most of my comments will be directed to these roadblocks to research. But at the same time, I should anticipate my conclusions by noting that the effort to understand these roadblocks thoroughly and in depth may itself be a research opportunity as fruitful as research within the residential House.

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I can best suggest some of these roadblocks by being autobiographical. While I was a resident fellow and assistant senior tutor in one of the above mentioned Houses, I tutored a group of seniors in methods of psychological research. One of these students was interested in patterns of interaction in the House dining hall, and evolved a set of hypotheses about the relationship between dining hall cliques and sociometric position in the House. I encouraged him to observe systematically the seating arrangements of the cliques which interested him during one week, and I informed the senior tutor of the House that the student would be making these observations, encouraging the student himself to be open about the fact and rationale of his observations. The observations were not completed for two reasons. First, the students whose seating patterns were being observed objected strongly to the House Master, to myself, and above all to the research student, whose life was made extremely difficult by the forcefulness of these complaints. Second the Master and the Senior Tutor, faced with this protest, advised me that the research was disruptive and must be stopped.

Other examples come to mind. You may be familiar with the essay by David Riesman and Christopher Jencks on the residential college, published in Meavitt Sanford's collection, The American Student. Riesman distributed earlier drafts of this essay to all of the Masters of the Harvard Houses, asking for criticism, suggestions, and opinions. I chanced to see some of the letters he received in return: they were almost without exception indignant, angry, defensive, and repudiative. Some Masters opined that the article was not worth publishing; others suggested that whatever its merit it _should_ not be published. In fact, of course, Riesman and Jencks argued very strongly in _favor_ of the House system as it existed at Harvard, and took great pains to explain and to some extent discredit the stereotypes of the Houses most prevalent among students. Even after Riesman had attempted to make the article more acceptable to the Masters, and despite the fact that the opinions he expressed were, on the whole, those of the Masters themselves, many of the Masters continued to consider the article a "disgraceful performance".

Another example comes to mind. Professor Roger Brown, formerly of The University of Michigan, for several years taught a large undergraduate course in social psychology at Harvard. In one of the first years, he innocently attempted to illustrate the meaning of the term "stereotype" by having his students rate the eight Harvard Houses on an adjective check list. He compiled the results, and reported them back to his students: he found that there were indeed distinctive stereotypes for each of the eight Houses. The student newspaper reported this finding in a brief article by one of the students in the course. I should note parenthetically that the labelling of Harvard Houses by undergraduates is known to everyone at Harvard: these results were no surprise.

Nonetheless, there was an immediate storm of protest from all of the Houses, including that in which Professor Brown himself resided. Some masters and many students felt that the stereotypes reflected badly on their Houses, others argued that the research was inappropriate, and almost every one concerned acted as if Professor Brown had himself personally attributed the stereotypes to the Houses. Somehow in the ensuing storm, which involved many angry letters to the student newspaper, the didactic motive behind the exercise, and the fact that the students, rather than Professor Brown, stereotyped the Houses, was simply lost sight of. I could give other examples from the experience of the Harvard Student Study, a long-range project which attempted to study the effects of the undergraduate experience on the psycho-social development of college students. This project met many obstacles, not the least among which was the impossibility of securing the full collaboration of the Masters and staffs of the residential Houses, which are probably the most crucial part of an undergraduate's experience at Harvard.

The point I am suggesting is obvious: established residential Houses act very much like unwilling psychiatric patients who have been dragged to a psychiatrist: doors are closed, defenses are raised, roadblocks are set up, booby traps are prepared, resistance and negative transference make constructive inquiry virtually impossible. I suspect that similar phenomena may even underlie the underdevelopment of the social sciences in general at Oxford; Oxford, of course, is far more of a loose federation of autonomous Colleges (in my terms here, "Houses") than is any American University;

the social scientist who is interested in his immediate human or social surroundings at Oxford meets a chilly reception from the staffs of the colleges - who are the University. Similarly at Yale, though my experience is more limited, attitudes within residential colleges toward social scientists seem to me to be very similar to those at Oxford and Harvard.

The three institutions of which I am speaking are in a variety of ways extreme: Balliol College is more than 800 years old, and is part of a society which places a strong premium on the acceptance of tradition and on the preservation of privacy. And, although the Houses at Harvard and Yale are but 30 years old, they were consciously patterned after the model of English Colleges like Balliol, and have, in one generation, acquired a formidable sense of their own traditions. Nonetheless, the argument for studying the extreme in social institutions is as good as the case for studying the extreme in psychopathology: in both instances, an understanding of the extreme may sensitize us to similar processes which go unnoticed in more "typical" institutions or personalities. Granting that these established residential Houses are extreme, how can we explain their "resistance" to the type of research which we are meeting to discuss?

A beginning of an answer may be found by considering the values and personalities of the individuals who are likely to become most committed to administering and staffing a residential House. When academic promotion and preferment depend largely on one's position on nationally and internationally organized professions it requires an extraordinary sense of institutional dedication - of commitment to undergraduate education and to one's own college -

to assume the very heavy responsibilities of making a residential House a home for its undergraduate members. Junior administrative positions in such a House must be staffed from among those who are willing, if necessary, to "sacrifice" research and scholarly time to work with undergraduates. Obviously, such men may be among the foremost scholars in their fields, but in order to accept House responsibilities, their values and motives must make the "sacrifice" worthwhile. So, too, the resident junior faculty members who assume the heaviest burden of teaching and advising within a House often pay a price for the time they spend with undergraduates. Their students are often aware of this: with mixed incredulity and admiration, undergraduates will comment on how "X", a promising Ph.D. candidate or instructor, is "screwing up" his professional career because of the time and evergy he devotes to his students.

In the universities I know best, the most devoted residential House administrators and faculty members are in fact very selectively recruited from among humanists and historians, from among graduates of the same university, and from among men whose commitment to the institutions in which they teach is as great as their commitment to their profession. Moreover, virtually anyone who assumes a position of leadership in a residential college must have, at the very least, some nagging doubt about the wisdom of his institutional commitment: for he is likely to be continually reminded by his students, colleagues and superiors - often in very blunt terms - that time spent in undergraduate administration and teaching, however worthy and noble, is time wasted for research and scholarship. Such men often feel considerable conflict over their commitment to undergraduate education, yet the commitment is there.

And finally, given the intense pressures to orient one's self exclusively to a professional field, unusually strong personal interest in undergraduate teaching and in undergraduates themselves is often required to make this commitment. Those who have time and energy for this commitment are often unmarried; indeed in most residential Houses they must be, for residential accommodations are not available for married faculty members. But whether single or married, the mere fact of living in an undergraduate House involves, for a faculty member, the likelihood of intense personal involvement with students. And many faculty members and administrators find this involvement not only immensely rewarding but, at the same time, somewhat threatening. Our society often frowns upon close relationships between older and younger men, however humanly or academically productive they may be. And I suspect the same situation obtains at women's colleges.

Another set of "variables" which may help explain the resistance of residential Houses to research lies in the students themselves. For any residential unit to be more than a dormitory, a special "mystique", with an accompanying sense of special solidarity, must develop. (The wisest of the Masters of Houses intuitively understand and promote this mystique.) The calendar of most Houses is adorned with ritual occasions whose primary function is to express the solidarity of the faculty and student body, to suggest that in some (usually indefinable) way, there is something very special, unique, and ennobling about being a member of this particular society. At one level, of course, everyone remains quite aware in his saner moments that the three and four years undergraduates spend in a House are but a small fraction of their total years, and constitute but a part of their lives even while they are undergraduates. Nonetheless, there develops what I will call the "mystique of the total institution", by which I mean to suggest that a residential House tends to act on the assumption that all of its members are completely and totally absorbed within the community, that the House is eternal, that the members' deepest loyalties will forever remain with the House, that the House possesses arcane and ancient wisdom to pass on to its students, and that the members of the House are privileged above other men.

The operation of this mystique can be most clearly discerned during ritual celebrations. Undergraduates who normally are "cool" sophisticated, skeptical and iconoclastic often shed unashamed tears after a small glass of wine and a eulogy of their residential House. Houses generally replace or supplant fraternities and other secret organizations on the campus, and they evoke among undergraduates many of the same feelings of intense devotion and hallowed sacredness. Yet at the same time, these same undergraduates are often extremely aware of the actual limitations, absurdities, and extremes of the Houses to which, at another level, they feel so reverentially loyal.

Finally, in attempting to understand the dismay with which undergraduates often view practicing social scientists in their midst, we must recall the almost universal human reluctance to be systematically observed by anyone - and the discomfort which observers themselves often feel when forced to fraternize with their subjects. This discomfort is given institutional expression in the rule that psychiatrists and their patients meet only in the consulting room; most research projects which involve intensive personality assessment operate under similar ground rules. The discomfort of course operates both ways: most psycho-analysts feel as uncomfortable with their patients as vice-versa.

But among adolescents and young adults, this discomfort is likely to be intensified: undergraduates are especially fearful and resentful about being "pigeon-holed" by social scientists. And behind the special intensity of this fear undoubtedly lies the uncertainty of commitment of many undergraduates. "Pigeon-holing" is especially threatening because the student fears he will somehow be "forced" to conform with the label he is given; and beneath this lies the special vulnerability of all those whose commitments are tentative, who therefore both fear and want to be told who they are. For example, I suspect that among the many factors which led undergraduates to protest their fellow student's observations of their dining hall seating patterns was their fear that they would somehow be fixed, forced, or labelled as belonging to a clique about which they themselves had some conscious or unconscious doubts. Students are remarkably consistent in the inconsistency with which they, on the one hand, ask for labels from vocational counselors and therapists, and, on the other hand, resolutely refuse all such labels.

Finally, consider the obverse of the coin, the attitudes of social scientists toward residential Houses. At the institutions with which I am familiar, social scientists tend to be drawn from different ethnic, religious, ideological and class backgrounds from the Masters and administrators of the Houses. Stated in its most extreme form, this difference in background often leads the House administrator to view the social scientist as an outsider, uncommitted and unconnected to the residential House, who wants to exploit the House for his own professional advancement - and regardless of how it affects the functioning of the House. The social scientists, in contrast, often perceive the House administrator and staff as stuffy, supercilious, and conservative if not reactionary, - obscurantists who hide behind tradition and institutional loyalty. To be sure, there are many exceptions to this overstated generalization. But at almost every major institution of learning in America, if there is an animus against social scientists, it tends to be expressed by viewing them as academic arrivestes, "misbehavioral scientists", uncultured men with the pretentions of science but few of its accomplishments, men basically uncommitted to the institution at which they teach. The behavioral scientist, for his part, may respond to institutional rejection by an even stronger professional identification, and by avoiding and even scorning those whose commitment is to the institution.

And finally, from the social scientist's point of view, an "ideal" research situation is usually defined as one in which experimental manipulation of key variables is possible. Especially to the social psychologist with rigorous experimental training, a situation in which research aims must be subordinated to educational and other institutional requirements often seems undesirable. Experimental manipulations of, say, roommate selection are likely to produce interpersonal crises with which the administrator, rather than the social scientist, must deal; but the social scientist is responsible and is blamed. Variations in teaching technique for experimental purposes, however instructive in the long run, mean in the short one that if one technique proves superior to others, students in the "inferior" groups will be perceived as educationally deprived by the research. Nor is it easy for the social scientists to avoid these problems by assuming the role of the visiting anthropologist from another culture: he is patently of the same culture, involved in the same institution, a member of the same academic profession, and a professional colleague of the administrators and faculty members whose activities, ideologies and styles set the tone in a residential House. Few anthropologists could do field work if they were full participants in the community which they studied, and even fewer would choose to do so if they expected to remain for the rest of their lives in the same culture.

-II-

I have so far tried to characterize several of the "variables" which, I believe, "obstruct" the widespread pursuit of social science research on significant problems in dormitory life, especially in the established residential House. In case it is not obvious from my previous remarks, I will now try to spell out more precisely how these "variables" operate to produce the result from which I began - namely, the almost total absence of such research in established residential colleges.

Consider first the attitude of the administrators and committed faculty member of a residential House. For one, the fields from which these are selectively drawn tend to be those with the strongest antagonism to the newer behavioral sciences. The techniques of scholarship and the implicit values of many of these fields are different when not opposed to those of, let us say, the modern social psychologist. From the outset, then, there is likely to be a lack of sympathy with and understanding of the objectives and methods of the social scientist. Secondly, and less overtly, the arrival upon the scene of a social scientist who proposes to "use" the House for the advancement of his profession (and perhaps his own career) conflicts strongly with the institutional and non-professional commitment of those who are most involved in House life. House administrators and staff often feel considerable conflict over the wisdom of their commitments; and the very presence of a social scientist tends to underline this conflict, partly because the social scientist is seen as personifying professional commitment himself while "analysing" the non-professional commitment of others. Finally, residential Houses would be impossible without a willingness on the part of their staffs to become involved in the lives of the undergraduates; and, as I have suggested, for many faculty members this involvement is deep and personal, so much so that they feel threatened if social scientists propose to analyse and study their interaction with students. All of these factors, I think, cooperate (no doubt with many others) to make the faculty and administration of residential Houses unusually "resistant" to practicing behavioral scientists in their midst.

As for undergraduates, they are often somewhat more willing to be studied as individuals than as members of a residential college. I can recall several students who were voluntary research subjects for an extremely probing study of personality development, yet who were strongly opposed to social scientific studies of their residential Houses. This is a not uncommon phenomenon: individuals are often less willing to be studied in their institutional roles and commitments than they are to be studied as individuals. This unwillingness can be partly understood by the two factors I have mentioned - the fear of labelling and the "myth of the total institution". The fear of labelling can often be readily dispelled in research projects or in psychotherapy where the focus is the individual qua individual: this emphasis reassures the student that he is not going to be labelled prematurely and that he will have a recourse to "appeal" if he feels he is unfairly "pigeon-holed". But in a study of an institution as a whole, students fear that they are more likely to be placed in sociological or psychological categories without their consent. And, insofar as any study of a residential House must inevitably find it difficult to study each individual in depth, students are right to fear that they will be judged primarily on the basis of their external manifest behavior - the people they eat with, their choice of roommates, their patterns of overt interaction and their sociometric position. Thus, social psychological studies often miss the private and personal commitments which to the student himself are central and concentrate on what he considers relatively transient, superficial, and unimportant aspects of his behavior.

In addition to this fear of labelling, which operates especially powerfully in institutional studies, many students in this rational and scientistic age are also somewhat embarrassed at the passionateness of their institutional commitments, which in the cold light of the day may seem irrational, "soft", and sentimental. Any social institution which commands the allegiance of its members does so at many levels - ranging from a conscious and rational assessment of the merits and deficiencies of the institution to an unconscious and far less balanced sense of loyalty to a powerful institution. Adolescents and young adults are especially prone to intense and passionate loyalties. The rituals of fraternities and secret societies - the emphasis on secrecy, elaborate initiations, a special sense of belonging, secret wisdom and ancient tradition - all of these correspond at some level to the needs and fantasies of the participants. And these same needs and fantasies operate - though they are not always translated into actual institutional practices - in residential Houses. The student who is willing or eager to discuss his most private anxieties and fantasies may thus be unwilling to have his commitment to a residential college analyzed lest the "secrets" of the group be exposed, its wisdom be diluted and destroyed, its traditions "explained away", and its sacredness "polluted" by outsiders who do not themselves share the students' loyalty to the institution.

As for the social scientist, his unwillingness to "attack" the problem of the established House as a research site may also be explained by some of the factors I have mentioned. For one, he usually seeks a relatively simple experimental situation in which a small number of variables can be observed and controlled. To understand comprehensively what is happening in an established residential House would involve a study which was simultaneously historical, anthropological, sociological, and psychological. It would require a knowledge of the history and "traditions" of the House, of the specific values of the House in the wider ethos of the university, of the institutional forms, norms and expectations of the House and of the personalities of the participants. Understandably, few social scientists are willing or able to move into so amorphous and demanding a research area. But equally important, I believe, are the differences in value orientation between the typical social scientist and the typical local staff member of a residential House. The behavioral scientist who "cares" whether he is "accepted" in a residential House usually finds that the best way to accomplish this is to "play down" his social scientific outlooks and to emphasize his institutional loyalty to the House. This stance, of course, automatically precludes doing research in most Houses. On the other hand, the social scientist who does not care whether he is accepted is very likely merely to reject such Houses altogether, seeing them as traditionalistic and reactionary by his own professional standards. In either case, he is not likely to make a major effort to do research in a House; and if he does, he is likely to be quickly discouraged and to turn to other less conflictful areas.

These factors, then, may help explain why so little research has been done within established residential Houses. The faculty, administrators and undergraduate members of these Houses tend, for rather different reasons, to be hostile to studies of their participation in House life. Similarly, for methodological, ideological and personal reasons social scientists are unlikely to undertake such research. The established residential House is a particularly tough research nut to crack: at every step there are roadblocks and obstacles.

I would be the first to argue that we cannot readily generalize from the established residential House to other student dormitory settings. For one, such Houses tend to have a very strong sense of corporate identity and to function as more or less complete social systems; this is clearly not the case with the average dormitory. For another, the dominant implicit culture of such Houses tends to be set by their administration and resident faculty, who provide continuity as students move through the House. Dormitories with proctors who are themselves in transition through graduate school tend to have their values set far more by undergraduates. Also, the strong institutional commitment of those most loyal to a residential House means that they are often selectively recruited from the fields most distant to the social sciences; obviously, this need not be the case in dormitories which require less commitment from those who administer them. And finally, historically, many established residential Houses were founded before the "behavioral sciences" really existed; their course, tradition and direction was therefore set in another, sometimes alien,spirit. And undergraduates vary enormously from college to college in their willingness to be studied, the depth of their institutional commitment, their fear of labelling, and their desire to facilitate social scientific research.

Nonetheless, I suspect that at least some of these same factors operate to impede research in student residences in general. As hypotheses to be explored further, I would suggest:

1.) Administrators and faculty members in student residences tend to be recruited selectively from among those who a) specialize in the humanities and history; b) have unusually strong institutional commitments; c) derive unusually great satisfaction from working closely with students.

2.) The stronger the sense of corporate identity in any student residence, the more students will tend to perceive researchers as alien and potentially hostile outsiders who may subvert or profane the values or interaction patterns of the group.

3.) Student opposition to social scientific research in student residences will be directly proportionate to the extent to which students perceive the researchers as labelling and categorizing them into a small number of "pigeon-holes" without taking into account their individuality and personal goals.

4.) Social scientists will on the whole tend to find the values and commitments of those most involved in college residence or dormitory life alien or uncongenial.

5.) The social scientists most likely to undertake studies of student residences will be those with a strong interdisciplinary orientation and a fondness for complex explanations.

My comments so far have been entirely negative, in that they attempted to explain some of the factors which currently obstruct social science research in student residences. Let me conclude by attempting to accentuate the positive.

-III-

As research scientists in any field know, the hypothesis that is discomfirmed is often more interesting than that which is readily confirmed. Only by having our expectations confounded can we be surprised, and only surprise can lead us to question the assumptions upon which we originally made our hypothesis. Similarly, the problems that stand in the way of research can be as illuminating as research successfully completed. Indeed, one can imagine a research project on student residences whose primary objective was to study the roadblocks to research on student residences: from such a study we might learn a great deal about the self-defending characteristics of institutions, the nature of individual commitment to these institutions, and perhaps - more generally - about the nature of social systems and individual involvement in them. So even if one were to conclude that research in student residences is virtually impossible, we would still be left with a constructive research task of attempting to understand the reasons for its impossibility.

But in fact I do not believe that such research is impossible; on the contrary I believe it can be most fruitful despite the enormous difficulties involved. And I have speculated at such length about the roadblocks to research in college residences partly in order to suggest some of the ways in which this research might be made more possible and more productive. Let me try to spell this out.

I earlier mentioned the problems in doing "anthropological" research in a residential House, problems which stem from the researcher's own involvement in the very culture which he studies. But at the same time, the research method of participant observation does permit an interested social scientist to study an institution within his own culture. William Foote White, in his illuminating appendix to the new edition of Street Corner Society discusses problems and rewards of this role; and those who have worked with the student civil rights movement have further experience of these problems and rewards. Yet the research done has been, almost without exception illuminating - though inevitably impressionistic and non-quantitative. It is essential, I believe, for anyone who attempts this role to start from a position of general sympathy with the objectives and accomplishments of student residences, a respect which I believe is required by the facts. Given such respect, which communicates itself to those involved in a dormitory or college residence, participant observation is clearly one way this tough nut can be "cracked".

But the results of participant observation studies are almost invariably impressionistic and suggestive rather than conclusive. And the prospectus for this conference points strongly to the "manipulation" and "control" of variables within the college residence setting. Such manipulation and control is, I believe, impossible in an established residential House, whose momentum and tradition at every point obstructs the experimental design of the researcher. But there are other circumstances under which it is far more possible.

For one, students are on the whole more willing to be studied than their mentors and administrators - often over-protective - are to permit these studies. Thus, the dormitory, co-op house or fraternity without a strong corporate identity and without continuous faculty administration with a vested interest in the dormitory probably offers the best place to begin. Among such residences, other things equal, it is probably best to search out the residence with the strongest possible bias for behavioral sciences. In practice, this probably means avoiding "high prestige" fraternities and concentrating on groups where individuals of low authoritarianism are likely to be concentrated, for example, cooperative houses, or dormitories of non-affiliated undergraduates. There are also, in some colleges, other residences where such students are likely to be found - fo example, in the College of the Behavioral Sciences at Wesleyan in Connecticut.

Secondly, as I have intimated before, the social scientist must respect the explicit objectives and the implicit culture of the residence in which he is working. Research which threatens to subvert or undermine the quality of residential living or the social and educational function of such residences must be avoided if possible and stopped if it produces unanticipated bad results.

Also, before beginning research in a college residence, researchers must allow themselves ample time to become familiar with the culture of the residence they propose to study. If there are non-student administrators present, their cooperation must be secured and maintained throughout the research.

Thirdly, I suspect that the greatest research possibilities for the social scientist are to be found in research which begins with the founding of the residential unit. R. Neavitt Sanford's unrealized proposal for a "college within the college" at the University of California at Berkeley was aimed at creating an "experimental" educational unit within the wider college, manned in part by social scientists, and with the dual objective of improving the eudcational process at the same time that it was studied. Similarly, the extensive research being done at Monteith College in Detroit was vastly facilitated by the fact that it was begun with the founding of the college, and thus has been taken for granted as a part of college life. To attempt to move into an established residential unit is, I have suggested, to appear to threaten the commitments of those in the residence and to subvert the myth of the total institution. But to start at the beginning with the institution's founding, is to become a part of the institution and even to share in its members' loyalty to it.

In sum, then, research in college residences seems to me fraught with roadblocks, to be difficult, complex, and not for everyone. It requires great tact, sympathy, and respect for the institution, its administrators and faculty, and its undergraduate members. It requires a willingness to deal with an extremely complex human and social situation, of which the researcher himself inevitably becomes a part. At the same time, it is eminently worth attempting, and the problems it presents are no more than those of understanding the impact of any social institution upon an individual's life. Given this as our objective, the college residence offers one prospect for advancing our understanding; and even to explore the roadblocks which stand before our research may itself contribute to this understanding.

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Harvard Houses and Changes in Students' Attitudes

Harvard Houses and Changes in Students' Attitudes

In answer to the question, do students change during college, most people would answer yes. In part these changes are in the area of added skills, but in part they may also be new attitudes and values, style of life, and even altered ego mechanisms. The questions for empirical research still remain, however: who changes, in what way, and how is the change mediated.

There is a growing body of systematic evidence that students do change both in the areas of added skills and of altered attitudes. (See Webster *et al* in the *American College.*) There is much less systematic evidence about how the change is brought about, particularly in terms of the effects that various colleges have, other than through the process of recruitment. We need to know much more about the mechanisms in formal organizations which seem to be mediating factors in the process of personality change in college.

From a theoretical point of view, we might expect that the residential or living arrangements would be one of the factors in the organization of the college that would mediate personality change. We might also expect that the importance of the living arrangements would depend on their organizational type and the extent of student involvement in them. In this present working paper we will describe a study of the Harvard Houses which has been part of the Harvard Student Study (a fuller report of this portion of the Harvard Student Study can be found in Bidwell, Charles E. and Vreeland, Rebecca S., "College Education and Moral Orientations: An Organizational Approach," *Adm. Sc. Quarterly*, 8(1963) pp. 166-191, and Vreeland, Rebecca S. and Bidwell, Charles E., "Organizational Effects on Student Attitudes: A Study of the Harvard Houses," revised version of a paper read before the American Sociological Association Conference, September, 1964.)

The investigation had two primary motivations. The first was to see if the goals of the organization, in this case the House, have an effect upon the direction of change of student attitudes and opinions. The second was to look for the organizational characteristics which seem to be potent in producing changes in students of the type specified by the organizational goals. A much more general motivation, of course, was to contribute to knowledge about the methods which can be used in the study of formal organizations, especially organizations which have the task of socialization in our society, of which the Harvard Houses and Harvard College as a whole are an important part.

Setting of Research

There are eight residential Houses at Harvard in which the majority of upperclassmen live. Each House has between 250 and 350 resident students as well as a number of resident tutors who are mostly graduate students. The resident tutors are chosen by the Master from the various departmental teaching fellows. Each House contains its own dining room, library, common rooms, and rooms for special purposes such as photography, music, and manual arts work. Some of the Houses have squash courts and one has a swimming pool. The students occupy suites which will accommodate from two to six or seven individuals. In most cases, each student has his own bedroom, and there is a common sitting room. Each suite has its own toilet facilities.

The House is in charge of a resident Master, usually a senior professor, who has wide latitude in the performance of his role. The Master is assisted in the administration of the House by a Senior Tutor who is responsible for disciplining and counseling students.

Each House has an active intellectual, social, and athletic program. The tutors are responsible for individual and group tutorial, and the House sponsors lectures or has departmental "tables" at which instructors in the various departments will be invited for special meals with the students. Some of the Houses have music or drama societies and offer concerts or plays during the year which are open to the entire college community. Often a visiting scholar will be in residence for a year, or a part of it.

The Houses compete with each other in athletics, and each year the champion House football team plays its counterpart at Yale.

In substance, the Houses are designed to provide the majority of activities for the student outside those which he would find in his academic department. There is no pressure, however, on the student for participation in House activities, and many invest their energies in organizations outside the House, as in athletics, journalism, or various clubs. Nevertheless, for many students, House identification is quite strong.

Students apply to Houses of their choice near the end of the freshman year. Inasmuch as there is an attempt by the college administration to keep the population of Houses relatively uniform across a number of intellectual and social variables, students may not always receive their first choices.

Data Gathering

Focused interviews were conducted with the Master of each House and with a 50 per cent random sample of tutors resident in the House. Similar interviews were conducted with House officers and informal student leaders who were nominated by other respondents.

In addition, certain data were available from House records, which either could be subjected to thematic content analysis or which could provide direct quantitative measures of organizational variables.

Data about values, attitudes, and behavior of students in all the Houses were available as part of the standard data gathering procedures of the Harvard Student Study on the Class of 1964. These individuals, randomly selected, had been tested with an intensive battery of instruments from the freshman through the senior year of their college careers. One hundred and ninety-eight cases were available for analysis at the time this report was prepared. Characteristics of the students could be compared before they entered the Houses with their status at the end of the junior year.

Data Analysis

Two major kinds of data were pertinent to the research. On the one hand were the organizational characteristics of the Houses. On the other hand were changes in attitudes and opinions among the students who were residents in each House. The task then was to look for the congruence, or lack of it, between changes in attitudes and opinions and the organization of the House.

Although data were gathered about many facets of the House organization, we will describe here only those organizational characteristics which had positive effects upon the attitudes and values of the students in the House.

(1) House Goals

Specification of the goals came from interviews with House Masters and from material available in House records. Four major themes were present: striving for technical competence; development of idiosyncratic personal qualities; development of civic leadership attitudes; and enjoyment of friendship and fellowship. These could be combined into two more inclusive categories--individual orientation (the development of individual centered attitudes and values) and collectivity orientation (the growth of collectivity centered attitudes and values). Houses could then be characterized as dominantly individual or collectivity oriented.

(2) Consensus about Goals

Interviews with tutorial staff and student leaders yielded data about their perception of these goals. Student consensus could be determined if the various informants in the House agreed on a common goal. Staff consensus could be determined if the goals expressed by the tutors were in agreement with those expressed by the Master. Finally, of course, agreement between the student and staff goals would produce a goal consensus throughout the House.

(3) Level of Peer Involvement in the House

This variable was measured on the basis of the junior year responses of the Class of 1964 noting the House membership of their fellow peer group members. The Houses could then be ranked according to the mean proportion of fellow peer group members who were also fellow House members.

(4) Changes in Attitude and Values

Variables drawn from the panel survey of the Harvard Student Study were selected on the basis of their ability to furnish information about individual or collectivity orientation. For example, career choices can be dichotomized into those with a primarily collective or primarily individual focus. If a student chose a collectively focused career, his answer could be characterized as showing a collectivity orientation, or if he chose an individually focused career, his answer could be characterized as showing an individual orientation. Or in answer to the opinion question, "Harvard students have responsibility to great tradition," a "no" answer would indicate an individual orientation; a "yes" answer would indicate a collectivity orientation. The position of all students in a given House on a given variables at two points in time could thus be indicated on a four-fold table. Reference to the table below will indicate the kinds of measures which were derived from the information available.

		Junior Year	
		Individual Orientation	Collectivity Orientation
Freshman Year	Individual Orientation	A	B
	Collectivity Orientation	C	D

Cells B and C in the table constitute the number of students who changed from freshman to junior year. B minus C gives an index which is called the net turnover. In the case of this particular table, it would be the number of students who changed from an individual to a collectivity orientation minus the number who changed in the opposite direction.

Of equal importance, however, are the numbers of students who maintained a given position. This is a retention index, and there are two of them. One can be expressed as $\frac{A}{A + B}$ and the other as $\frac{D}{C + D}$. One is the retention as far as individualistic goals are concerned, and the other the retention as far as collectivistic goals are concerned.

Results

The Houses fell into three groups according to goal orientation. There were two Houses in which House goals and student norms were individual oriented. There were three Houses in which both were collectivity oriented, and there were three mixed Houses in which the House goals were individual oriented, but the student norms were collectivity oriented.

We expected the turnover index (toward individual orientation) to be larger in the consistently individual oriented Houses than in the consistently collectivity oriented Houses; while the mixed Houses should fall somewhere in between. These predictions for the individual and collectivity oriented Houses were tested separately for each of the twenty-eight variables available from the Harvard Student Study, and the predicted pattern occurred in 82 per cent of the tests. The mixed Houses, however, did not consistently fall in between.

On the retention indices, the prediction was made that the individualistic retention would be highest in the individual oriented Houses, and the collectivity retention would be highest in the collectivity oriented Houses. The former occurred in 79 per cent of the variables tested, and the latter in 68 per cent of the variables. Again the mixed Houses did not fall in the middle.

Up to this point we have only been concerned with the question of whether the Houses have any effect upon the attitudes and values of their student members. Our data indicate that they do have an effect. Students' attitudes and values change in different directions during their undergraduate years, depending upon their House affiliation.

However, we must still consider the question: what organizational characteristics of the Houses mediate personality change in students, i.e., what are the characteristics of the "potent" Houses. To answer this question we must determine the relative effectiveness of the various Houses in producing change among the members. The average net turnover ~~index~~ provides a measure by which the Houses can be ranked according to their relative effectiveness. Several organizational characteristics are associated with high House effectiveness. Of most importance is the level of peer involvement in the House. Secondly, the presence of consensus about House goals between the House staff and students is related to the effectiveness of the House.

From the interaction of these variables we can rank the four conditions under which a House is most effective in changing the attitudes and values of its student members:

(1) Staff-student consensus and high peer involvement.

(2) No staff-student consensus but high peer involvement.

(3) Staff-student consensus but low peer involvement.

(4) No staff-student consensus and low peer involvement.

The crucial factors in change, therefore, seem to be consistency in goal orientation between the staff and students, and the extent to which the student is involved in the peer group structure of the House. Given both of these factors, one could anticipate that a considerable amount of change may take place.

However, some caution should be exercised in generalizing these findings since they are data from a study of similar organizations in the highly specialized environment of Harvard College. A comparison of more radically different residential arrangements in another collegiate setting could produce different conclusions. This is only the first step in trying to untangle the complicated question of the effect of residential arrangements upon the students' personality.

H. C. Riker

The Emerging Role of Student Residences

WORKING PAPER - H. C. Riker

The Emerging Role of Student Residences

I. Problems militating against research activities in student housing

A. A noteworthy development in the student housing field is expanding awareness on the part of administrators, researchers, and personnel workers that college housing has a role to be assigned in the education of students--not only social but also intellectual and academic. A general problem is how to define this role and put it into practice. More specific problems include:

B. Staff. The current types include housemothers (also known as house directors and mature women), part-time students (graduate and undergraduate), part-time members of the teaching faculty, and student personnel workers (usually known as resident counselors--a title also applied indiscriminately to any of the other types).

The wide range of ability, interests, and professional preparation describes part of the problem. This diversity in staff materially affects relationships with the rest of the academic community. Shortage of time is another problem arising from insufficient numbers and probably staff organization.

Opportunities for realistic professional preparation are very limited. Graduate work in student personnel departments tends to downgrade positions in the student housing field.

C. Financial Support. The financing of student housing as self-liquidating projects and "auxiliary enterprises" seldom recognizes educational functions or funds for research activities.

D. Purposes. Student residences have long been used as means for conduct control. In more recent years, a social program has been superimposed, often sufficiently attractive to serve as an anti-intellectual force. In effect, students have perceived learning as a classroom activity and living as everything else. The gap between housing purposes as stated and as practiced is wide indeed.

E. The Role of Student Residences, as perceived by architects, administrators, classroom faculty, residence staff, and students. Since each of these groups is likely to have a different perception, and since each has a hand in the life of the residence, the resulting uncertainties and contradictions often lead to a confused role. In general, the classroom faculty has exerted the least influence for several reasons--a situation which has helped to isolate the residence units from the academic life.

F. Evaluation. Much is said about the values of the proper environment and student group living, and many claims are made for the favorable effects on student attitudes and behavior. Yet the tangible evidence is hard to come by. The variables are many; cause and effect are difficult to isolate. At the same time, favorable change in individual students does seem to occur.

II. The Case for student residences

Regardless of administrative intent, housing units have in fact long functioned as learning centers where students assimilated the attitudes of other students, exchanged ideas on topics having little to do with the formal curriculum, and adopted group standards as guides for behavior in the classroom and elsewhere. In the past, this informal and haphazard learning has been positive or negative, seldom neutral. The case for housing as an educational facility rests on three assumptions:

A. Environment influences behavior. The residence structure creates a physical environment and the student living groups, a social environment.

B. Enrichment of the environment enhances intellectual activity. If the residence environment is intellectually impoverished, the chances are that students will not have intellectual interests.

C. Learning is a total process that goes on throughout the student's day and is by no means limited to the classroom. A number of factors influence learning and some appear to be present in the student residence. One, for example, is the informal and comfortable association with others who have similar interests.

III. The Emerging Role of student residences is to help students to learn and to grow as human beings. More properly, this is the re-emerging role. In some respects, residences of the future will parallel the colleges of European Renaissance universities. Like their predecessors, these residences will be advantageous for teachers and students alike by providing favorable conditions for teaching and learning. Unlike the Renaissance colleges, these residences will be intimately related to the world around them wherever knowledge is being developed. The new machines, particularly data processing, will dramatically channel this new knowledge direct to students. In this kind of setting, students will live their learning experiences every day, not just sample it at specified hours.

A. Student residences will be designed as means for organizing students into comprehensible living communities where the individual counts as a person.

B. Student living communities will be encouraged as educational aids because of their motivational qualities that develop when students live and work together in a team approach to learning.

C. Student residences will be used to focus student energy on learning by combining living and learning facilities within the same physical area.

D. Group living will be identified as part of the curriculum and used in teaching human behavior, development, and relationships.

IV. The Need for research

A. In spite of uncertainty as to purposes, colleges and universities are building student residences at an accelerating rate. During the 1950s more than $1 billion were committed for new housing construction; during the 1960s an estimated expenditure of as much as $6 billion is entirely possible. As many as 10 new housing projects are started every week in the year, on the average, and many of these projects have financing schedules which extend to the year 2004. Specific information is needed to make sure that these structures are designed in the educational interest of students. What can we tell the architect about the possible effect on students of room sizes, the arrangement of furnishings, or combinations of colors and textures? What conditions encourage or discourage study?

B. There is the awesome possibility that many of today's residence structures contain some of the causes for student failure; that, in effect, the institution is spending large sums of money to produce the drop-out problem. The physical environment is only a part of the situation. What about assignment procedures? Is the customary random process reducing group standards to the lowest common denominator? Should freshmen be separated from upperclassmen? What procedures will help to produce self-generating living groups? Nasatir's study of academic failure among resident students on the Berkeley campus of the University of California suggests that the environment, the student, and his relationships to his environment are three factors of possible significance to his success. At the University of Florida, we have been startled to find that, in our situation, assigning honors and non-honors students to the same living group was apparently detrimental to the non-honors students. It may well be that assignment procedures are of vital importance to student growth.

C. In the future, colleges and universities will need to improve their record of success in helping students to learn. Blaming students for their failure at college may well be begging the question. In the process of improving the opportunities for learning, and faced with great increases in numbers of students and educational costs, institutions will try to utilize every available facility in order to gain maximum results. The new living-learning centers at Michigan State University illustrate this point. Yet we still need to know more about the results of combining living and learning facilities within the same buildings. There are other related questions: Are there better ways for communicating some information than by the lecture method? Can some of the new technological equipment be used in student residences in order to free the faculty for more individual work with students? How can residence programs be related to the curricular program as one means for reducing the number of courses offered? What organizational form will help to unify the effort of all parts of the institution, including housing, in the education of students? What kind of staff is effective in residence units? What kind of professional preparation is needed? Above all, how best can the college help the student to achieve a sense of unity in his educational experience?

D. All too few studies have actually been made and factual materials are hard to come by. Sound research in the student housing field is urgently needed, to replace the opinions of those persons who are experts on the subject by virtue of prior residence in a "dormitory" and present residence in a house.

All too often a pall of conservatism, defined as inertia or resistance to change, hangs over the college campus when it comes to considering procedural innovation or organizational revision. Even so, the development of new ideas regarding the educational role of the student residence and how it might be nurtured in an atmosphere for learning represent exciting possibilities for examination and action. Housing staff and other personnel workers, in concert with social scientists, can help the cause of progress through imaginative and persistent hard work, and through cooperative efforts with other members of the faculty. The goal, of course, is very simply to help students to learn.

Peter Rossi

Effects of Peers on Socialization of College Students

Effects of Peers on Socialization of College Students

Peter Rossi

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I. Introduction

This working paper will deal with researches on the effects of peers upon the socialization of students in colleges and universities. It is based primarily on researches carried out at the National Opinion Research Center over the past few years. The paper will also describe briefly a new method for studying the effects of peer groups, a method which was instrumental in uncovering the effects described briefly in the next section.

The gross evidence for peer group influences on student values and performance has been on hand for some time. The researches of Stern and Pace (described elsewhere in this conference) as well as the unsystematic experiences of teachers, insightful observers, and others have all pointed to the considerable variation from school to school which cannot be entirely accounted for by the mechanisms of student selection and self recruitment. "Contextual effects" which indicate that the total social and value atmosphere of a college affects individual members have been demonstrated in a considerable body of researches.

While these gross effects are well known, there are gaps in our knowledge concerning how these effects arise and at what point in the experiences of college students they appear. Information on these two points constitute the major contributions of the researches reported in this paper. These contributions are important for the policy maker because they provide information on how school authorities may intervene in the process of groups influence to affect outcomes in terms of student values, attitudes and performance.

The three researches are as follows: Students at a small midwestern liberal arts college (enrollment approximately 1,000) were administered questionnaires measuring their values and measuring what we called their "interpersonal environments" (roughly defined as the circles of individuals with which a subject is in some sort of enduring contact). This research was conducted by Dr. Walter Wallace presently an Assistant Professor at Northwestern University. The second research was conducted as a panel study of a freshman class entering the University of Chicago in the fall of 1962. The third research concerns group influences on food preferences in a sample of Army units, conducted during 1959. These three researches taken together provide the bases for the findings discussed in the next section.

II. Some findings on Peer Group Effects

Perhaps the best way to relate the findings of our studies is to give a brief intellectual history of the research conducted in the small midwestern liberal arts college. We started out with the more or less implicit model of the individual student being influenced primarily by the students with whom he was in contact with at the present time. With this model in mind we administered questionnaires to all the students in the school, measuring the extent to which they were academically or socially oriented and at the same time asked each student to check off from a list of all students, those students in the school with whom they had some contact, whom they liked or disliked, and the number of hours per week such contacts consumed. Several years were spent in the analysis of these data ending up with a frustrating inability to discern very much of any effects of a person's interpersonal environment on his values.

At this point, almost by accident, we turned to a more detailed analysis of the freshman class on whom we had three measurements, once during orientation week, in November of their freshman year and in May of their freshman year. Inspecting these data, it was immediately obvious that massive changes had taken place during this relatively brief period. Students coming into the school places high valuation on academic achievement, but toward the end of the freshman year had lowered their levels of aspiration concerning grades and the importance of grades to that of the rest of the school. Indeed, the major shift in value emphasis occurred during the period between September and November indicating that socialization to the normative system of the school occurred in a short period of time and involved changes of considerable magnitude. Changes of similar magnitude did not occur among upper classmen, the sophomore, junior and senior classes being essentially alike in their value orientations.

Examining the interpersonal environments for the freshman class we saw that the pace of socialization was faster for females than for males and that those freshmen who were in contact with upper classmen shifted their values most rapidly and most drastically. Furthermore, we were able to show that such shifts had their consequences for actual academic performance, with those students shifting more toward the norms achieving lower grades at the end of the freshman year than those who did not make such shifts. We also saw that it was precisely those students who had high needs for affiliation with others who shifted most rapidly and further toward the norms of the school.

Thus one major finding was that the major socialization processes taking place in college were occurring during the earliest period of entry into the institution. It certainly looked as if students came into college with a set of expectations which they were willing very rapidly to change into conformity with the major emphases in their environment. Building on these findings a panel study was then launched of the freshman class at the University of Chicago, conducted by Alan Berger, a member of NORC's staff. Besides being conveniently available for study, the undergraduate college of the University of Chicago was chosen because its predominant value emphasis was academic in flavor. The College has a long and impressive record of turning out undergraduates who go on to graduate study in the arts and sciences and contributes over the years considerably more than its proportionate share in the cadres of scientists and scholars.

Our panel study of the freshman class of the University of Chicago indicated that the same processes were at work there. Students came in with expectations somewhat at variance with the general mood and flavor of the college but within the first few months rapidly converged on the existing normative system.

Our third study is of food preferences among Army units. Here we found the same processes at work: Recruits were initially highly favorable to Army food, rapidly shifting toward general norms of the army units to which they were subsequently assigned after basic training. While there was considerable variation from unit to unit the level of acceptance of Army food, recruits, despite their initial "unsophisticated" reactions to such food, rapidly converged toward the social climate of the unit to which they were assigned.

All three studies indicated that massive socialization effects occurred during the initial few weeks of entry into the institutions in question, that effects were greatest among those individuals who were most oriented toward their peers, and that changes beyond the early weeks were relatively slight, as long as the individual remained in the institution in question.

III. Implications for Policy

Colleges and universities have the peculiar characteristics of having short generational turnovers. Within the space of a short period of time the student body completely turns over. On the surface it would appear that the particular value systems arising within a school could be easily influenced because of the heavy turnover. Yet, the results of our researchers show that continuity in social atmosphere is assured by the extreme rapidity with which socialization occurs within the first weeks of entry into the institution. That this extreme rapidity may be a general characteristic of socialisation in total institutions which residential colleges appear to be, seems to be shown in the results of research into socialization in military units.

The implications of these findings are that intervention on the part of administrators into the socialization process should take the form of following one or more of these strategies:

1. Strategies aimed at the first few weeks of entry experiences on the part of recruits are strategies which have the best chance of succeeding.
2. Barriers to communication between upper classmen and freshmen would aid in the development of a class by class subculture which would show some signs of changing an institution.
3. Devices to reduce the status gap between freshmen and upper classmen would aid in reducing upper class influence on enter-freshmen, e.g., the creation of special groups or particularly high prestige within the freshman class.

George G. Stern

Student Ecology and the College Environment

Student Ecology and the College Environment

George G. Stern

Conventional criteria for evaluating colleges and universities emphasize the morphological characteristics of these organizations in much the same sense that the taxonomic schemes of the naturalist are based on the classification of readily observable parts and pieces of organisms. The Association of American Universities, the six regional accrediting associations, the various professional groups, and the National Commission on Accrediting are among the more significant sources of normative procedures for the comparison of educational institutions. The bases for classification developed by these agencies have relied heavily on statistical appraisals of easily enumerated characteristics of plant and personnel including, among other things: faculty degrees, teaching load, salary schedules, tenure, library acquisitions, buildings and grounds, scholarship and loan funds, endowment assets, amount and sources of current income, etc.

The value of such measures, and of the role played by the accrediting association, has been dramatized forcefully in medical education. The American Medical Association established a Council on Medical Education in 1904, began classifying schools by 1907, and, following the Flexner report on medical education in 1910, subsequently adopted standards resulting in the complete elimination of inadequate schools.

But the standards to be applied in medical school are not relevant to a seminary, any more than those for the latter are relevant to the liberal arts college, or the large state multiversity. The common questions, appropriate to all educational institutions, are not what are its physical assets? but what is it trying to accomplish?, not how much has it got? but how well does it achieve its objectives?

These are the questions which have more typically concerned the educational philosopher or essayist, unconstrained by the need to quantify. They are, it will be seen, directed to process and purpose rather than appearances. The techniques for quantifying functional properties of institutional systems are only just beginning to emerge, however. Educational administration is still based firmly on homiletics and proscription, as are its sister arts in business and government. Formal investigation of relationships between administrative processes, organizational structure, and other aspects of the institutional environment are very little beyond the rudimentary stage to which they were raised by the Western Electric studies well over a quarter century ago.

The problem with respect to colleges is essentially one of finding better ways of characterizing their differences, those differences in particular that relate to what the college does to students. College students differ from one another as distinctive personalities, and the same thing has been said of the collectivity of students represented in a student body as well as of the institution to which they belong. The college community may be regarded as a system of pressures, practices and policies intended to influence the development of students toward the attainment of institutional objectives. The distinctive atmosphere of a college, and the differences between colleges, may be attributable in part to the different ways in which such systems can be organized--to subtle differences in rules and regulations, rewards and restrictions, classroom climate, patterns of personal and social activity, and in other media through which the behavior of the individual student is shaped.

Descriptive Analyses

Such institutional nuances have been brought out most clearly in vignettes of schools prepared by trained observers. Some outstanding examples are to be found in the series by Boroff (1962) published originally in Harper's magazine, or those by Riesman, Jencks, Becker and others prepared for The American College (Sanford, 1962). There is a very substantial body of literature of this type, accessible in part through the summaries of Barton (1961), Pace and McFee (1960), and Stern (1963b, pp. 429 ff.). Regardless of their origin, whether in sociology, anthropology or journalism, these often make for stimulating reading. The best of them may perhaps be not unfairly compared with the works of such writers as Mary McCarthy, Bernard Malamud, or C. P. Snow who, having known the academic life themselves, sometimes choose the college as a setting for their novels and thereby transmit something of the essence of a particular institution. Somewhat further afield, but so priceless and yet so little known in this country that I cannot resist citing them here are the delightful essays of Cornford (1953) on the politics of British academia, first written in 1908 but still fresh despite the distance in time and space.

Although these materials are a rich source of insights into college life, their lack of formal structure and essential non-reproducibility make them valueless for normative purposes.

Correlational Analyses

A more systematic way of looking at schools can be accomplished by specifying some enumerable characteristic presumed to be associated with academic quality, assigning a value to each school in the study, and then analyzing the resulting distribution of schools with the hope of discovering relationships not previously known. Indexes for this purpose have been based on such diverse things as the percentage of graduates going on to receive the PhD (Knapp and Greenbaum, 1953), the extent to which authoritarian attitudes are reduced and critical thinking is increased (Dressel and Mayhew, 1954), student retention rate (Thistlethwaite, 1963), or the relative distribution of students among selected major fields (Astin, 1963).

Criteria like these oversimplify, unfortunately, and are further limited by their high correlation with scholastic aptitude. As a result we cannot be sure whether the schools are being differentiated on the basis of any definitive educational practice other than the relative superiority of their students and the effectiveness of their admissions procedures.

Environmental Taxonomy

The basic limitation of the descriptive or ethnographic approach to institutions is that it is adimensional. The correlational studies on the other hand are restricted by their unidimensionality. The Sanford (1962) volume on the American College represents the current level of sophistication achieved by social scientists in the study of educational processes. Although it is evident that some progress has been made, the lack of a generally acceptable systematic taxonomy for characterizing institutional situations seems to be one of the factors limiting further development at the present time (cf. Inkeles and Levinson, 1963; Sells, 1963; Yinger, 1963).

A taxonomy is the framework of a model of relationships. With the model as a guide for the collection of data, any confirmation of orderliness provides a point of departure for further revision and extension. In the absence of a formal model situational analysis remains at the same level as did personality research in the hands of literary characterologists--sometimes fascinating, but always futile.

It was Kurt Lewin's contention that:

> "Every scientific psychology must take into account whole situations, i.e., the state of both person and environment. This implies that it is necessary to find methods of representing person and environment in common terms as parts of one situation....in other words our concepts have to represent the interrelationship of conditions." (Lewin, 1936, pp. 12-13)

Whether this is in fact a necessary condition is not entirely clear, although I have argued elsewhere that it is (Stern, 1964), largely on the grounds that the psychological significance of either the person or the environment can only be inferred from one source--behavior. Ergo, since both are inferred from the same source a common taxonomy must be employed for both.

Lewin's argument rested on methodological as well as theoretical grounds. He reasoned that "(1) Only those entities which have the same conceptual dimension can be compared as to their magnitude. (2) Everything which has the same conceptual dimensions can be compared quantitatively; its magnitude can be measured, in principle, with the same units of measurement." (Lewin, 1951, p. 37). This requirement has not been found necessary in the natural sciences, although it may be that our problem is different insofar as personological variables are so largely teleological (functional) rather than morphological (structural). Regardless of the ultimate outcome, what is clear and generally agreed upon is that it is a psychological environment that we are working with, and the constructs that are needed will be essentially psychological.

Various psychologists and sociologists--Angyal, Parsons, Sears, Murphy, among others--have adopted such a transactional viewpoint in principle. But few have gone beyond the point of expanding on the theoretical necessity for such a position. At best, attention has been called to general classes of phenomena but the specific dimensions to be subsumed within them have been left unspecified.

Parsons and Shils (1951) have provided a particularly detailed system of generators, at one remove from a working model. Floyd Allport (1955) and William Schutz (1958) have each come closer to operational schemes, although both of these lack the scope necessary for a sustained analysis. The only formal system which lends itself to a detailed representation of the person and the environment, as it happens in common conceptual terms, is the need-press model developed some years ago by H. A. Murray (1938) and his associates.

Personality Needs and Environmental Press

Murray's concepts of needs and press serve a dual function in classifying self-directing personality trends (needs) and externally-controlling situational pressures (press). The same terms serve both purposes. As an example, the achievement variable refers to winning success through personal effort. As a need it may be recognized in the behavior of an individual who enjoys taking tests or competing for prizes and generally sets high standards for himself in anything he does. The corresponding press for achievement in an academic setting is reflected in tutorial and honors programs, advanced placement, extensive out-of-class preparation, and the absence of "snap" courses.

Thirty need-press variables have been adapted from Murray and employed in studies of higher education by myself and various collaborators, extending over a period of almost fifteen years. These variables are listed in Table 1. Items

(Insert Table 1 about here)

designed to measure each of these variables are incorporated in two questionnaires: the Activities Index (AI) and the College Characteristics Index (CCI). These two instruments supplement one another as reciprocal measures of characteristics of the individual, on the one hand, and characteristics of the environmental setting in which he functions on the other (Stern, 1954; Stern, Stein and Bloom, 1956; Pace and Stern, 1958; Stern, 1963b). AI items present various commonplace behaviors or activities to which the respondent indicates his personal preferences. The items of the CCI describe events or happenings which independently-responding participants in a situation may identify as typical or atypical. The CCI is one of four Environment Indexes now available, the others being appropriate for use in high schools, evening colleges, and generalized organizations. The same approach may be adapted to industrial, business, government, military, residential and other types of settings.

Table 1

NEED-PRESS SCALE DEFINITIONS

1.	aba	Abasement--ass Assurance: self depreciation versus self-confidence.
2.	ach	Achievement: striving for success through personal effort.
3.	ada	Adaptability--dfs Defensiveness: acceptance of criticism versus resistance to suggestion.
4.	aff	Affiliation--rej Rejection: group-centeredness versus social detachment.
5.	agg	Aggression--bla Blame Avoidance: hostility versus its inhibition.
6.	cha	Chance--sam Sameness: flexibility versus routine.
7.	cnj	Conjunctivity--dsj Disjunctivity: planfulness versus disorganization.
8.	ctr	Counteraction--inf Inferiority Avoidance: restriving after failure versus withdrawal from task.
9.	dfr	Deference--rst Restiveness: respectfulness versus rebelliousness.
10.	dom	Dominance--tol Tolerance: ascendancy versus forbearance.
11.	e/a	Ego Achievement: striving for power through social action.
12.	emo	Emotionality--plc Placidity: expressiveness versus stolidness.
13.	eny	Energy--pas Passivity: effort versus inertia.
14.	exh	Exhibitionism--inf Inferiority Avoidance: Attention-seeking versus shyness.
15.	f/a	Fantasied Achievement: daydreams of extraordinary public recognition.
16.	har	Harm Avoidance--rsk Risktaking: fearfulness versus thrill-seeking.
17.	hum	Humanities, Social Science: interests in the humanities and the social sciences.
18.	imp	Impulsiveness--del Deliberation: impetuousness versus reflection.
19.	nar	Narcissism: vanity.
20.	nur	Nurturance--rej Rejection: helping others versus indifference.
21.	obj	Objectivity--pro Projectivity: objective detachment versus superstition (Al) or suspicion (El).
22.	ord	Order--dso Disorder: Compulsive organization of detail versus carelessness.
23.	ply	Play--wrk Work: pleasure-seeking versus purposefulness.
24.	pra	Practicalness--ipr Impracticalness: Interest in practical activity versus indifference to tangible personal gain.
25.	ref	Reflectiveness: introspective contemplation.
26.	sc	Science: interests in the natural sciences.
27.	sen	Sensuality--pur Puritanism: interest in sensory and esthetic experience versus austerity or self-denial.
28.	sex	Sexuality--pru Prudishness: heterosexual interests versus their inhibition.
29.	sup	Supplication--aut Autonomy: dependency versus self-reliance.
30.	und	Understanding: intellectuality.

The General Dimensions of Students and Schools

Tables 2 and 3 list the need and press factors obtained from an analysis of

(Insert Tables 2 and 3 about here)

scale score intercorrelations from 1076 students located at 23 colleges and universities. The two sets of factors are similar to one another in content, but are entirely independent statistically; no factor has significant loadings from both instruments.

The twelve personality factors in Table 2 are related to one another in a continuous circular order, as shown in Figure 1. There are three second-order

(Insert Figs 1 and 2 about here)

factors which define this circle: (1) intellectual orientation, (2) dependency needs, and (3) emotional expression. The eleven environment factors (Table 3) require only the two dimensions of Figure 2 to specify them: (1) the intellectual climate, and (2) the non-intellectual climate. The two non-intellectual dimensions found among the personality factors have apparently collapsed into one here, although it is conceivable that they might be recovered as independent press dimensions in non-educational institutional environments.

In the figures following these tables the second-order dimensions have been used as a basis of organization. Each factor in these figures has been scaled to reflect the values obtained from a sample of 1993 juniors and seniors from 32 selected schools. The average value for all 32 schools on each factor appears as a white horizontal line with an index number of zero. Two-thirds of the cases in this normative sample fall between the values of plus and minus two, indicated by the gray shaded area. The differences between these schools are significant at a high level of statistical probability (.01-.001) for all 23 factors; the particular types of schools contributing to these highly significant differences may be recognized by profile values falling close to or beyond the boundaries of the gray area.

Table 2

FIRST ORDER STUDENT PERSONALITY FACTORS (A1)*

1. Self Assertion
   Ego Achievement, Dominance, Exhibitionism, Fantasied Achievement

2. Audacity-Timidity
   Risktaking, Fantasied Achievement, Aggression, Science

3. Intellectual Interests
   Reflectiveness, Humanities-Social Sciences, Understanding, Science

4. Motivation
   Achievement, Counteraction, Understanding, Energy

5. Applied Interests
   Practicalness, Science, Order

6. Orderliness
   Conjunctivity, Sameness, Order, Deliberation

7. Submissiveness
   Adaptability, Abasement, Nurturance, Deference

8. Closeness
   Supplication, Sexuality, Nurturance, Deference

9. Sensuousness
   Sensuality, Narcissism, Sexuality

10. Friendliness
    Affiliation, Play

11. Expressiveness-Constraint
    Emotionality, Impulsiveness, Exhibitionism, Sexuality

12. Egoism-Diffidence
    Narcissism, Fantasied Achievement, Projectivity

*These factors are interrelated in a circular (recurring) sequence.

Table 3

FIRST ORDER COLLEGE ENVIRONMENT FACTORS (CCI)*

1. Aspiration Level
   Counteraction, Change, Fantasied Achievement, Understanding

2. Intellectual Climate
   Reflectiveness, Humanities-Social Sciences, Sensuality,
   Understanding, Fantasied Achievement

3. Student Dignity
   Objectivity, Assurance, Tolerance

4. Academic Climate
   Humanities-Social Sciences, Science

5. Academic Achievement
   Achievement, Energy, Understanding, Counteraction, Conjunctivity

6. Self Expression
   Ego Achievement, Emotionality, Exhibitionism, Energy

7. Group Life
   Affiliation, Supplication, Nurturance, Adaptiveness

8. Academic Organization
   Blame Avoidance, Order, Conjunctivity, Deliberation, Deference,
   Narcissism

9. Social Form
   Narcissism, Nurturance, Adaptiveness, Dominance, Play

10. Play
    Sexuality, Risktaking, Play, Impulsiveness

11. Vocational Climate
    Practicalness, Puritanism, Deference, Order, Adaptiveness

---

* These factors are interrelated in a linear sequence.

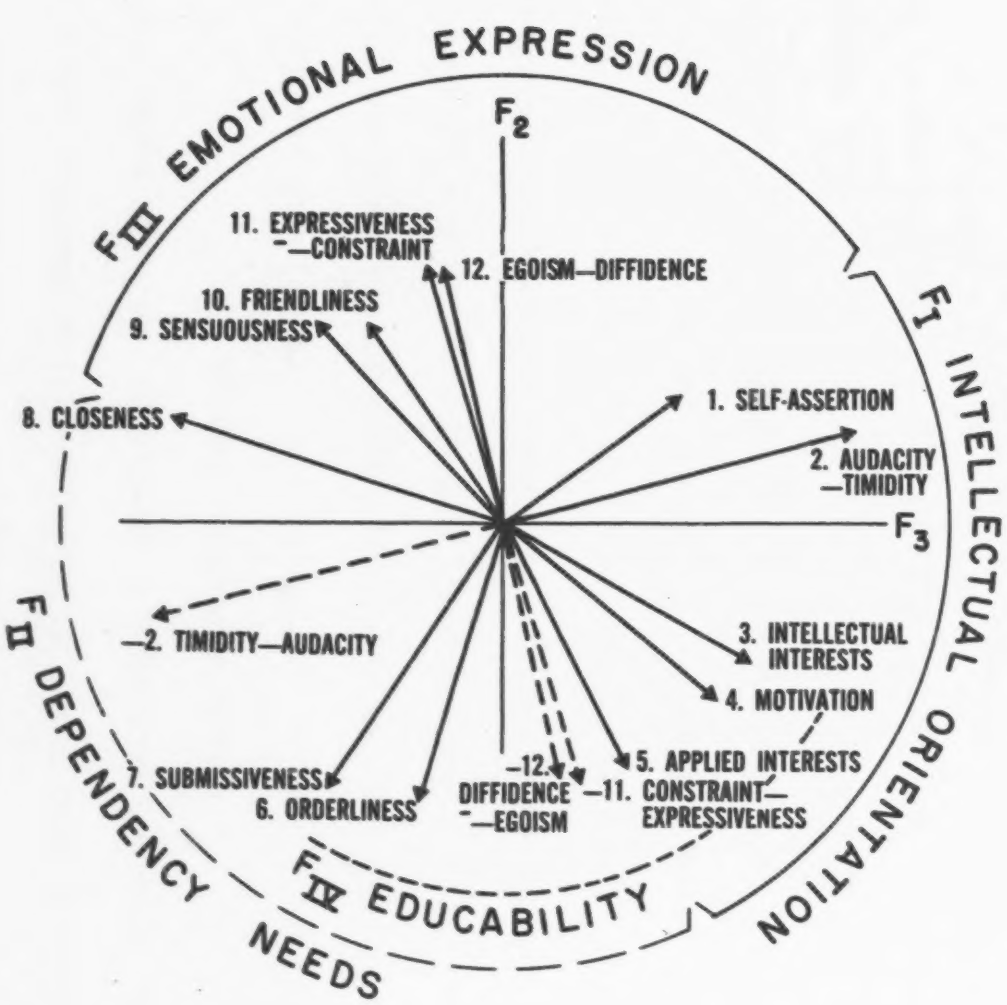

F_{III} EMOTIONAL EXPRESSION
F_I INTELLECTUAL ORIENTATION
F_{IV} EDUCABILITY
F_{II} DEPENDENCY NEEDS
F_2
F_3
11. EXPRESSIVENESS —CONSTRAINT
12. EGOISM—DIFFIDENCE
10. FRIENDLINESS
9. SENSUOUSNESS
8. CLOSENESS
1. SELF-ASSERTION
2. AUDACITY —TIMIDITY
—2. TIMIDITY—AUDACITY
3. INTELLECTUAL INTERESTS
4. MOTIVATION
5. APPLIED INTERESTS
—11. CONSTRAINT— EXPRESSIVENESS
—12. DIFFIDENCE —EGOISM
7. SUBMISSIVENESS
6. ORDERLINESS

FIG. 1 RELATIONSHIPS BETWEEN FIRST ORDER (F_2, F_3) AND SECOND ORDER ($F_I - F_{IV}$) STUDENT PERSONALITY FACTORS

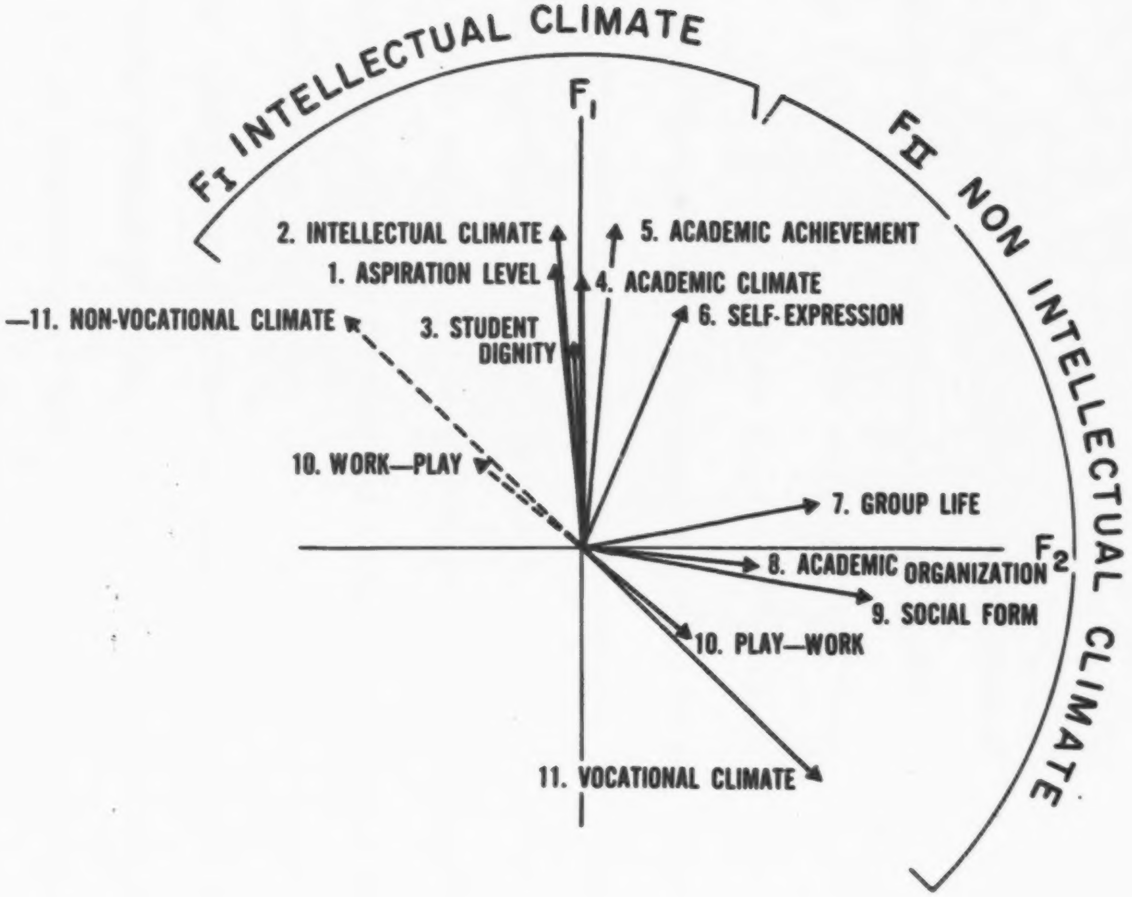

F_I INTELLECTUAL CLIMATE
F_{II} NON INTELLECTUAL CLIMATE
F_1
F_2
2. INTELLECTUAL CLIMATE
1. ASPIRATION LEVEL
—11. NON-VOCATIONAL CLIMATE
3. STUDENT DIGNITY
5. ACADEMIC ACHIEVEMENT
4. ACADEMIC CLIMATE
6. SELF-EXPRESSION
10. WORK—PLAY
7. GROUP LIFE
8. ACADEMIC ORGANIZATION
9. SOCIAL FORM
10. PLAY—WORK
11. VOCATIONAL CLIMATE

FIG. 2 RELATIONSHIPS BETWEEN FIRST ORDER (F_1, F_2) AND SECOND ORDER (F_I, F_{IV}) COLLEGE ENVIRONMENT FACTORS

College Characteristics

Differences in the characteristics of three types of liberal arts programs are indicated in Figure 3. It is evident that independent liberal arts colleges

(Place Fig. 3 about here)

tend to be characterized by a pronounced intellectual climate and an absence or de-emphasis of many non-intellectual factors found in other types of schools. Both the denominational colleges and the university-affiliated liberal arts programs are below average in intellectually-oriented activities, the denominational colleges in particular being singularly low in the level of academic achievement set for the students. Each of these two types of institutions have their own distinctive non-intellectual features, the denominational college tending to stress organized group social and academic activities, the universities a high level of collegiate play and peer-culture amusements.

Data from three types of undergraduate technical programs is shown in Figure 4.

(Place Fig. 4 about here)

Engineering is the only one of these three to exceed the average in intellectual press, although this is limited to activities which maintain high standards of aspiration and achievement. Both the education and business administration programs are below average, the latter in particular being consistently at the lower extreme in all aspects of an intellectual climate. All three technical programs share essentially the same type of non-intellectual climate, one which is very similar to the university-affiliated liberal arts programs. This suggests a generalized non-academic or extracurricular culture which may be common to most large and complex educational institutions.

Student Characteristics

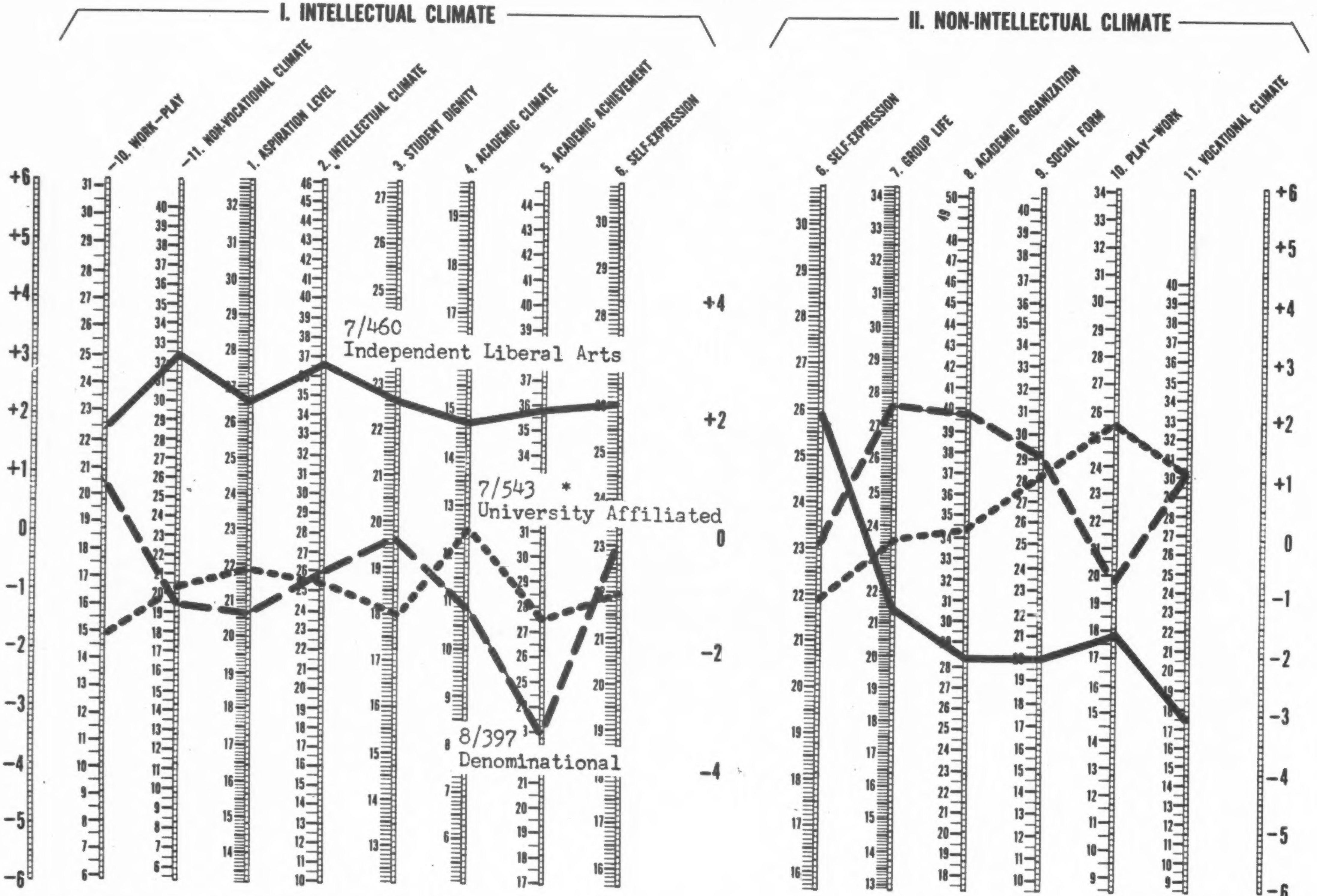
The next three figures illustrate differences between students identified with each of the programs which we have just been considering. Male students enrolled in each of the three types of undergraduate liberal arts programs--

the Academic Environments of Three Types of Liberal Arts Colleges.

FACTOR SCORE PROFILE—COLLEGE ENVIRONMENT (CCI)

NORMS BASED UPON 1993 JUNIORS AND SENIORS ENROLLED IN 32 COLLEGES.

STANDARD SCORES ($\overline{X} = 0, \sigma = 2$)



* Number of Schools/Number of Students

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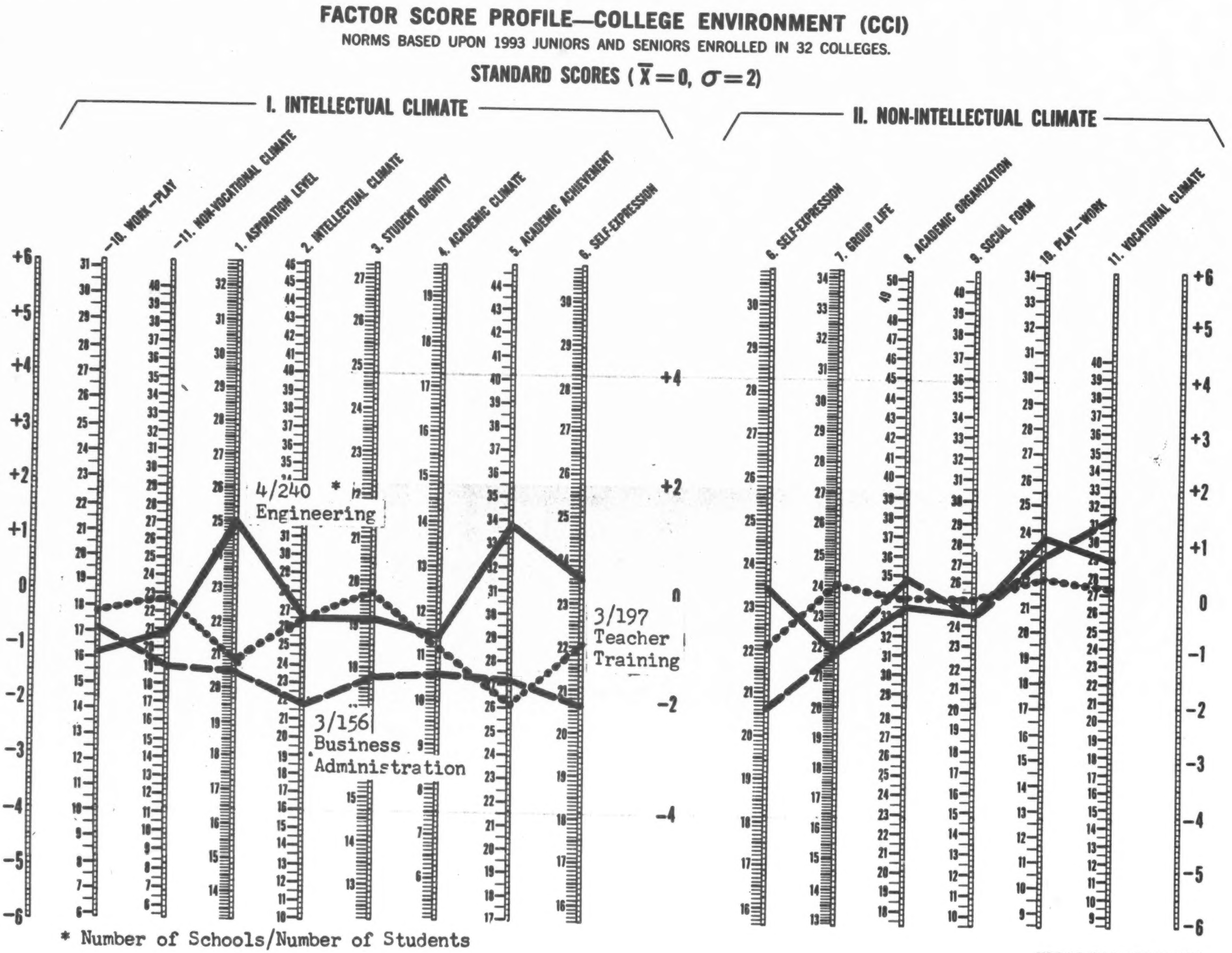
Fig. 4. Differences Between the Academic Environments of Three Types of Undergraduate Technical Programs.



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independent, denominational, and university-affiliated--are shown in Figure 5.

(Insert Fig. 5 about here)

It is evident here that the independent liberal arts students are the only group of the three with manifest intellectual needs. Their other distinguishing characteristic can be found on the third panel dealing with emotional expression. They have a significantly low score in the area labelled friendliness, based on their rejection of responses involving organized group activities.

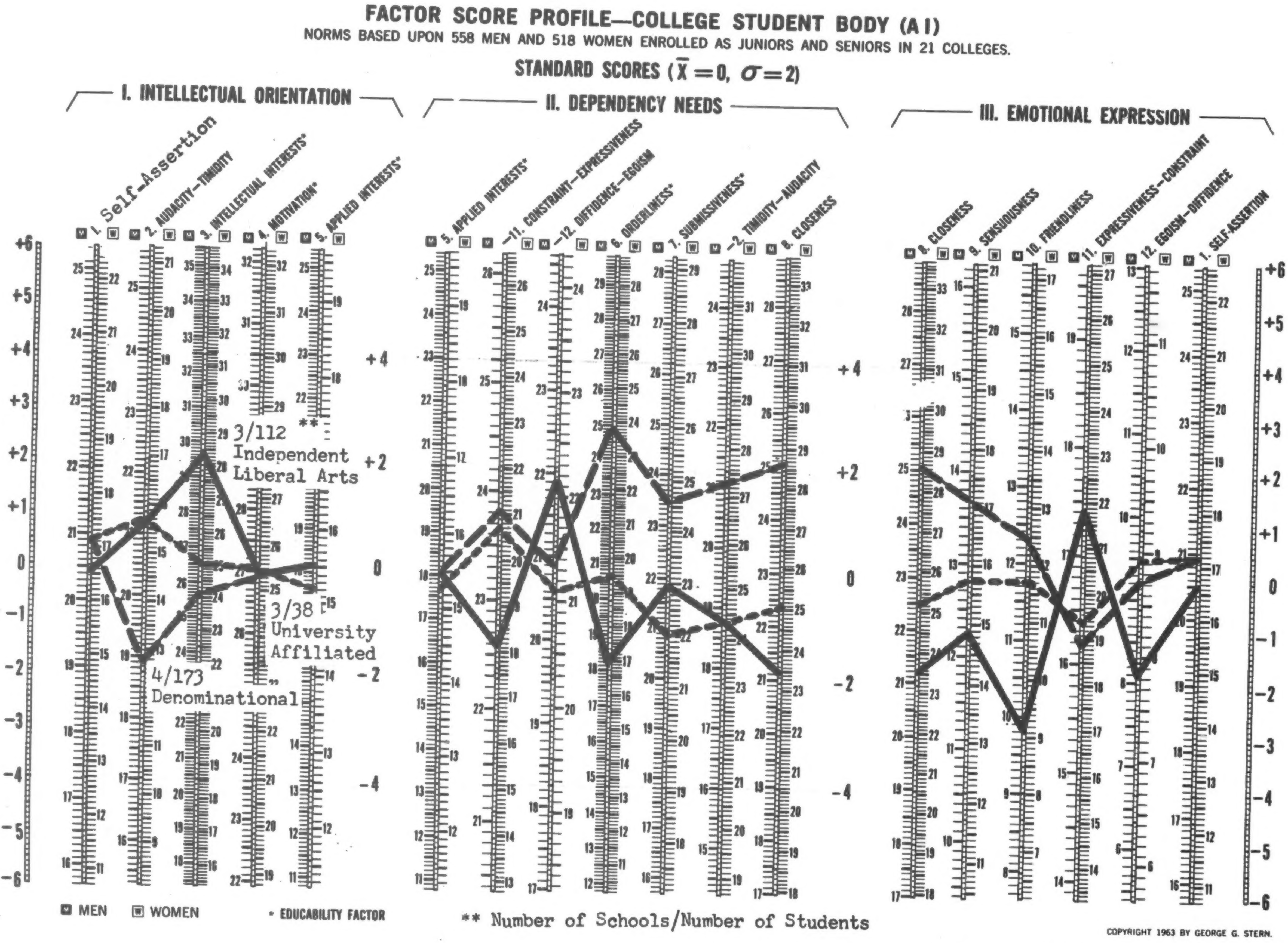
The denominational college males present something of an inversion of the independent students' profile. They are on the low side of the over-all group average in intellectual orientation, but proceed to rise systematically towards the right in areas reflecting dependency needs and emotional expression. If we look more closely at the specific details which characterize these denominational students, it will be noted that they are high on orderliness, as well as on various forms of group participation emphasizing social togetherness.

The university men are not particularly distinguished in one way or another by their personality characteristics. Presumably this reflects the more heterogeneous nature of student bodies located in these more diversified settings. The university women are similarly lacking in any single distinctive score, although the consistency with which they exceed the means for all women on each factor of Area III (Emotional Expression) does suggest some common purpose behind their choice of this setting.

(Insert Fig. 6 about here)

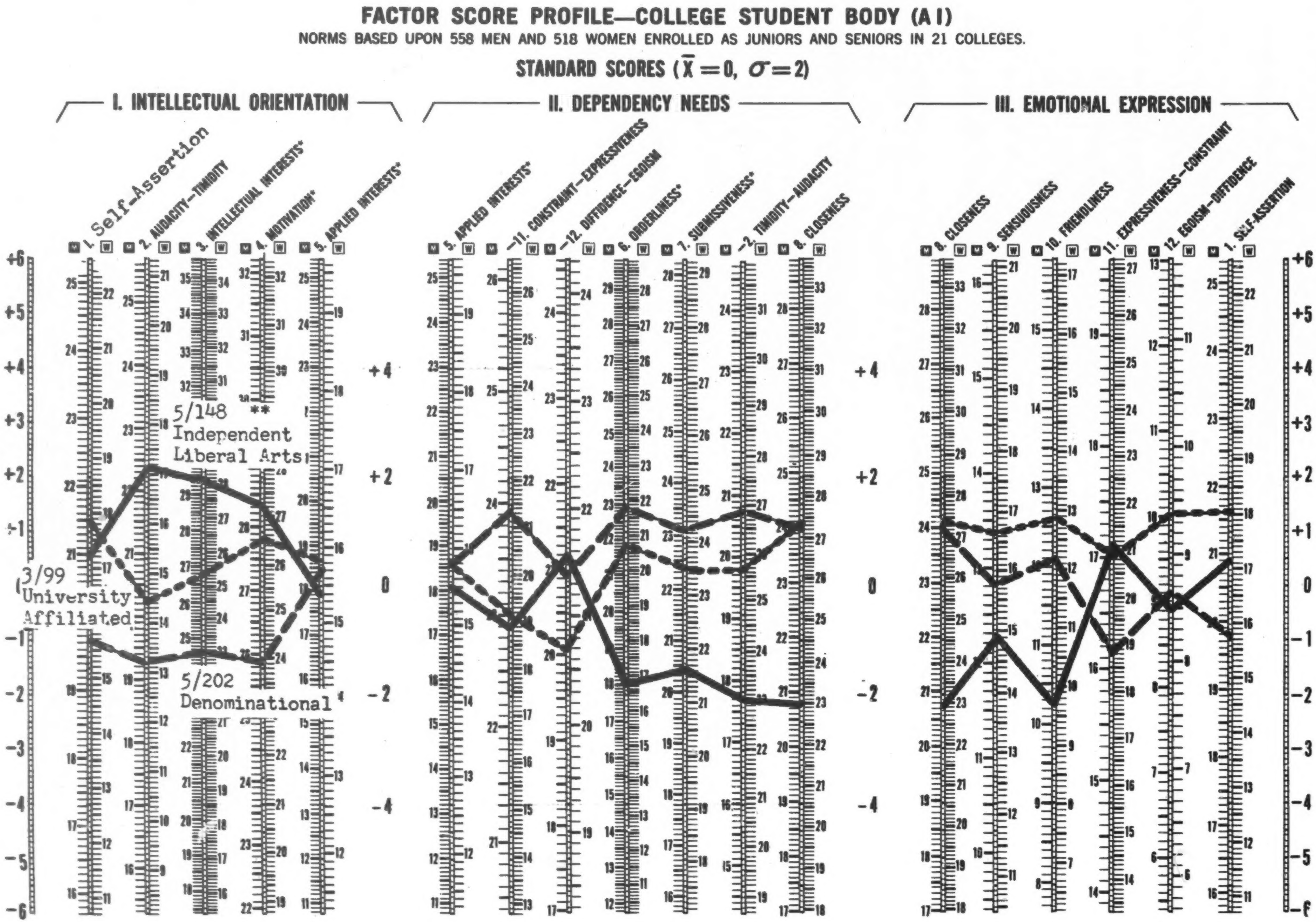
Women students in the independent liberal arts colleges, both coeducational and for women only, exhibit characteristics similar to their male counterparts at the same or similar institutions. If anything, the women are even more deeply committed intellectually. The superior intellectual orientation of the men in these schools is specific to a single factor: they exceed five-sixths of all college men in the sample on Factor 3 (Intellectual Interests). The independent

Fig. 5. Differences Between Male Students in Three Types of Liberal Arts Colleges.



** Number of Schools/Number of Students

Fig. 5. Differences Between Female Students in Three Types of Liberal Arts Colleges.



liberal arts girls, however, are in the top sixth of all college women in social aggressiveness (Factor 2--Audacity-Timidity) as well as in intellectuality. They are also high in their motivation for academic work, and even more consistent than the men in rejecting a submissivie, conforming, group-centered role.

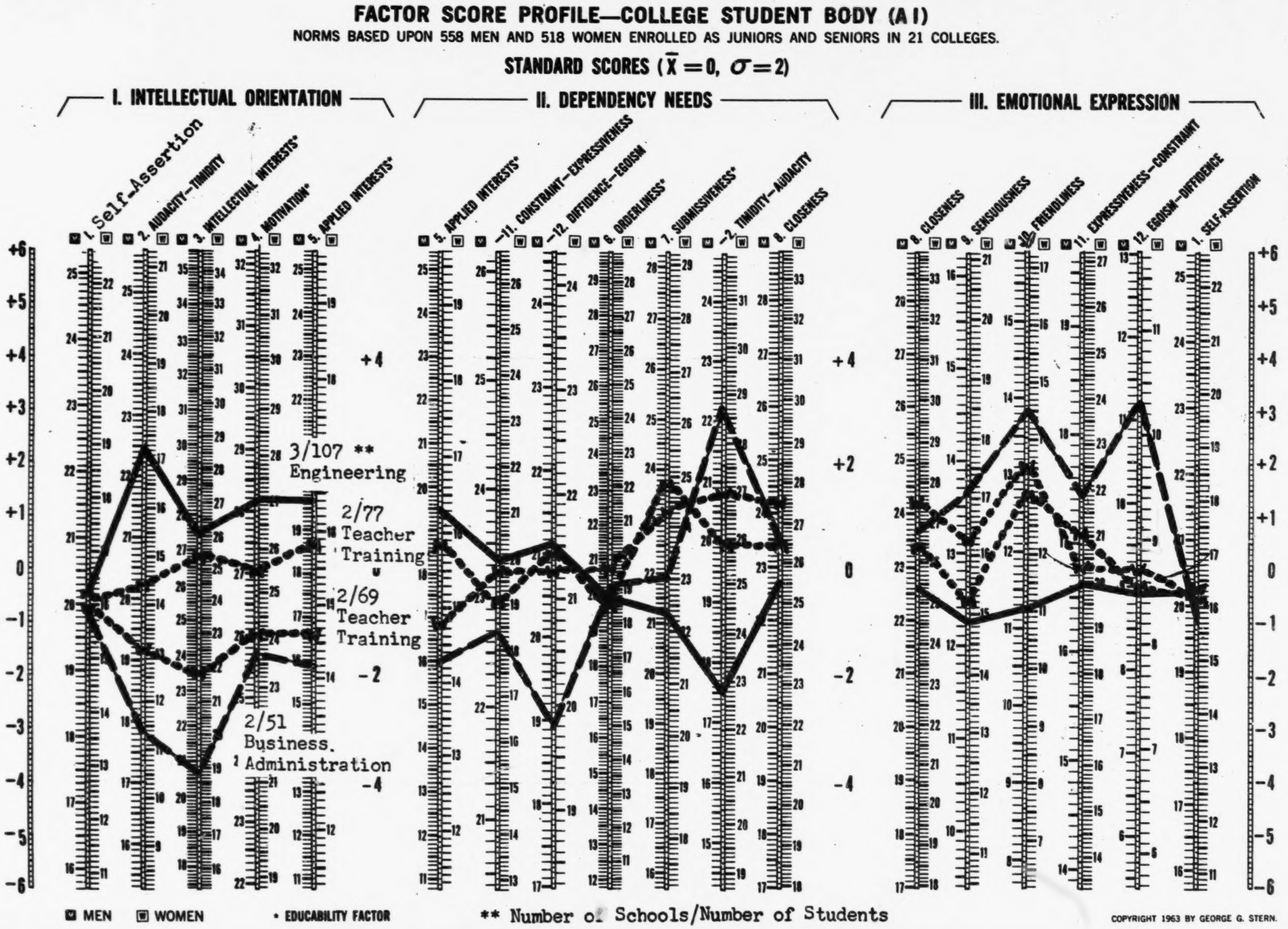
The extreme personal and intellectual independence characterizing these girls has been attributed to their relative freedom from economic and vocational pressures on the one hand, and the relevance which intraceptive understanding may be perceived to have as a useful feminine skill on the other. It has also been suggested that the absence of boys permits the women undergraduate greater freedom to be herself, and to excel in purely intellectual pursuits in accordance with her natural abilities. Three of the five schools from which these girls came are coeducational, however; nor is there any group of women from any other type of college setting characterized by this same intellectual emphasis. It seems more likely that it is the uniqueness of the independent liberal arts setting that is responsible for the distinctive qualities of these girls.

The denominational women are certainly far less intellectual in their orientation, and have substantially lower scores in this area relative to college women in general (except for women in education--see below) than the men from denominational colleges who were considered previously. The girls are also less outgoing or group-centered than the male denominational students, and suggest in general a somewhat constrained picture. Although some of these women are in coeducational schools, others not, the data is substantially the same for both types of denominational colleges.

In Figure 7 we have personality profiles for engineering, teaching, and business administration students. The engineers tend to share a measure of the intellectual interests which characterized the independent liberal arts students. There is a marked difference, however, corresponding to higher levels of achievement orientation, both real and fantasied, for the engineers and correspondingly

(Insert Fig. 7 about here)

Fig. 7. Differences Between Students in Three Types of Undergraduate Technical Programs.



** Number of Schools/Number of Students

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lesser interests in intellectual or scholarly pursuits per se. Men and women in the teacher-training programs are substantially alike in scores reflecting tendencies toward social dependency and group participation. They differ, however, in the intellectual area where the males are more nearly comparable with the average for all college students whereas the women are distinctly below it. These girls are quite similar in this respect to the denominational women, many of whom are also education majors.

The most striking group of students are those enrolled in business administration programs. They are distinctly anti-intellectual, with scores on this dimension that are exceeded by 98 percent of all other students in the normative sample. They are notably self-centered in their interests, but are at the same time non-aggressive and strongly group-oriented. Their scores in fact suggest incipient organization men, anxious to please and preoccupied with the impression they are making in the group.

College Cultures

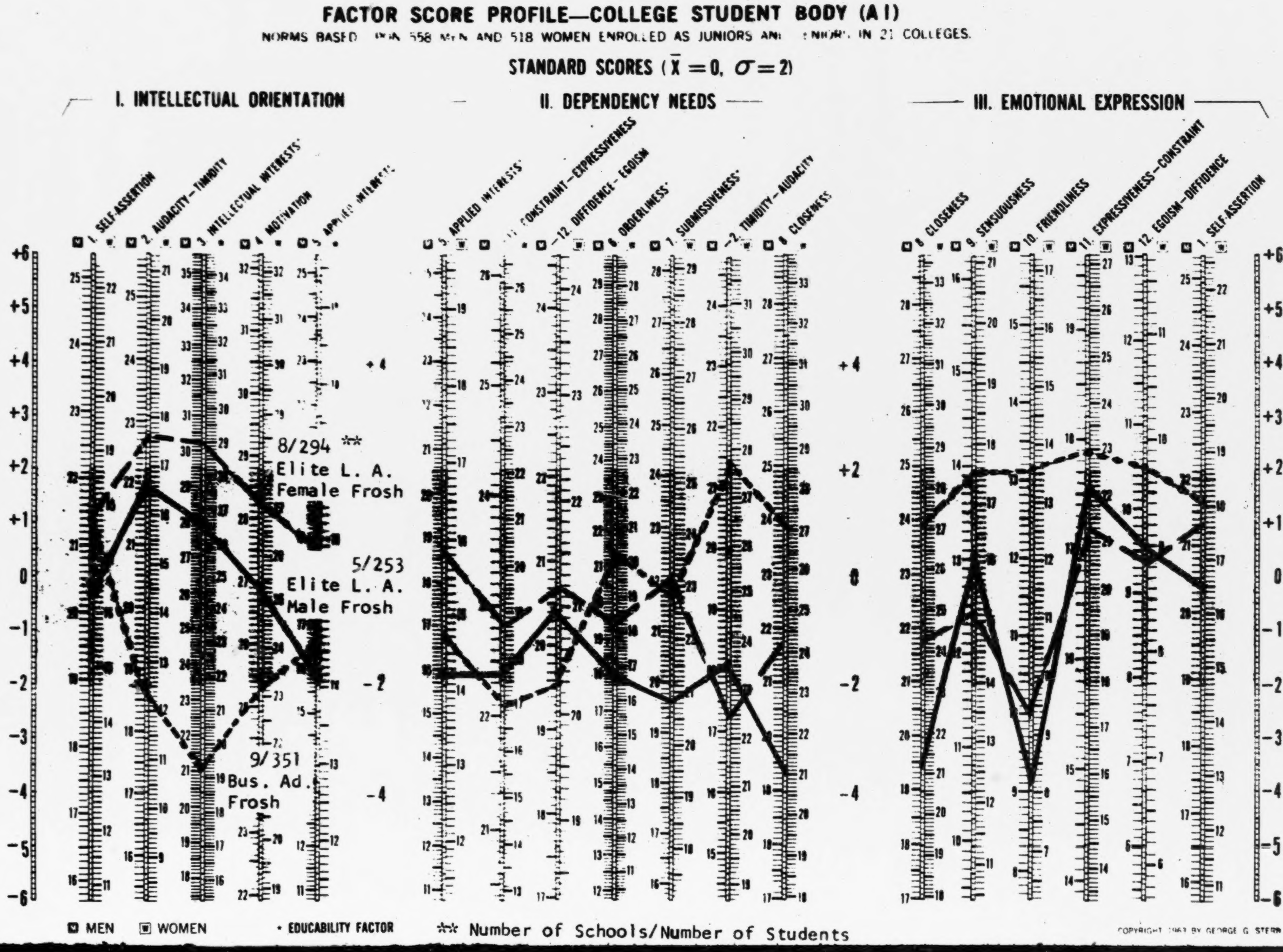
When the characteristics of the various student bodies are compared with those representing the attributes of their respective college programs, it will be seen that there is a marked degree of similarity between student and college. Inasmuch as these data are based on the responses of juniors and seniors it might be inferred that they are reflections of the impact of the institutions on the student body. It is evident from Figure 8, however, that this is not

(Insert Fig. 8 about here)

the case: freshmen in elite liberal arts colleges are very different from freshmen entering business administration programs, and each group is remarkably similar to the upperclassmen in their own type of institution.

Analyses of freshmen samples from the other types of institutions support this same conclusion. It is evident then that there are marked differences in the nature of the programs characterizing the small independent liberal arts college, the denominational college, and at least certain undergraduate areas

Fig. 8. Differences Between Freshmen in Selected Elite Liberal Arts Colleges and Business Administration Programs.



in the large universities. It is equally clear that the students who enroll in these various types of programs are similarly differentiable from one another. Independent liberal arts involves intellectuality and autonomy. Engineering is also associated with personal independence, but is otherwise more aggressive, thrill-seeking, and achievement-oriented. The denominational subculture is group-centered, as are university-affiliated liberal arts, business administration, and teacher-training colleges, but each of these differs in its focus. Denominational college life would appear to be more purposive and goal-oriented, less playful and convivial, than is the case suggested by these data at the large universities. The business administration atmosphere is the most decidedly anti-intellectual, but women students in teacher-training also tend in this direction.

These differences are more-or-less consistent with the prevailing stereotypes regarding American colleges and universities. Insofar as they apply to freshmen as well as to juniors and seniors it must be concluded that each of these undergraduate programs tends to attract and select a distinctive type of student, these students change relatively little along the dimensions measured here as a result of their college experience, and each group must therefore contribute in its own way towards the maintenance of its own typical college culture.

The Intellectual Climate

Although each of these patterns is of interest in its own right, the most significant of these for educational purposes would seem to be the one which reflects intellectual interests and scholarly achievement. A measure of academic excellence may be obtained by adding together the various components of the intellectual climate dimension to get a single composite score. Such an analysis has recently been completed (Stern, 1963a), based on a measure differing only in minor details from that suggested by Figures 3 and 4.

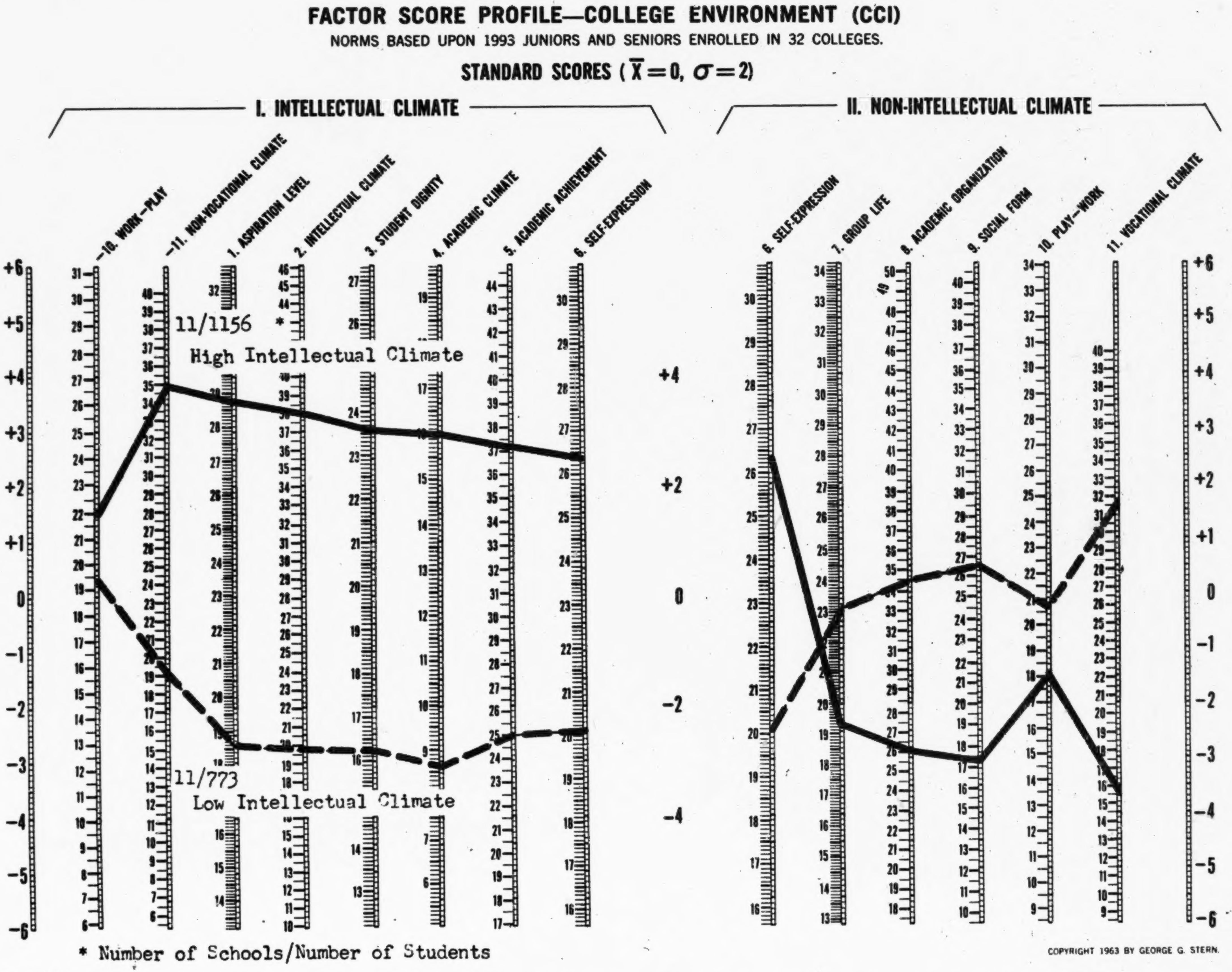
The major elements of this intellectual climate score include items referring to: (1) substantive intellectual aspects of the academic program, e.g., courses, faculty, and facilities, (2) the level of motivation for academic achievement maintained by faculty and students, (3) opportunities for self-expression and the development of social effectiveness, and (4) minimal administrative intervention or control over student activities. This score correlates .80 with the Knapp-Greenbaum Index of scholarly awards per 1000 graduates, .76 with the PhD output rating, .83 with CEEB Verbal score school averages, and .71 with the National Merit Scholarship Test school averages. Correlations with other measures of academic quality are also high. It is evident that this intellectual climate score is closely related to the intellectual quality of the student body and their ultimate academic achievements after graduation.

Figure 9 contrasts the institutions at opposite ends of the intellectual climate score distribution on all academic environment factors. It is evident from the figure that these institutions are as polarized in their approaches to the non-intellectual as they are to the intellectual aspects of college life. In addition to being widely separated on each of the intellectual climate components noted above, they also differ in the high level of bureaucratic organization (formal and informal, academic and extracurricular) which govern all aspects of life at the low institutions, and the rejection of vocational preparation at the high colleges.

(Insert Fig. 9 about here)

They were also found to differ in many other ways (see Stern, 1963a) which can only be summarized briefly here. The schools with the highest intellectual climate scores are small liberal arts colleges, predominantly residential, located in non-metropolitan areas of the northeast and midwest. The ratio of men to women students is about equal in those high schools which are coeducational, but women's colleges themselves appear in unexpectedly greater numbers at the high end of the score range.

Fig. 9. Differences Between the Academic Environments of Institutions at Opposite Extremes in Intellectual Climate.



* Number of Schools/Number of Students

The high schools are private, participate in neither ROTC or NDEA, and are controlled administratively by larger boards often reflecting the voices of alumnae, faculty, parents, or students. Their faculties are generally better trained, student-faculty ratios are more adequate, and AAUP membership is more active (although salaries are about the same).

The programs of the high schools are almost wholly undergraduate and explicitly non-vocational. They offer many special educational opportunities, including more favorable costs to their students as compared with fees at low-scoring private universities. Many of them permit the qualified student to move through at a faster rate by means of advanced placement and other forms of individualized programming. They have greater assets in faculty, finances and plant, as would be expected, but there are exceptions. There is one low public school which has financial resources equal to those of the most poorly endowed high private college. The differences between them are obviously due to the way they distribute their resources, rather than to differences in either absolute or relative wealth.

The low-scoring schools are almost the exact opposite of the high schools. They have at least six times as many students, four times as many men as women, and are predominantly non-residential public universities located in large metropolitan centers. They have participated actively in ROTC and NDEA, but not in AAUP. Being under public control, they are governed to a large extent by elected officials or their appointees.

The programs of the low schools are complex, involving extensive graduate as well as undergraduate work. The undergraduate program itself is very much proliferated by various two- and three-year certificates and diplomas in special vocational fields. Despite the prevalence of these short-term programs, only one of the low schools offers advanced standing by examination.

Implications

The research summarized here has been directed towards the development of tools for describing the characteristics of students and college environments in terms of comparable psychological dimensions. We have found that colleges differ systematically in the kinds of students they attract and in the experiences to which they are exposed. These differences are familiar ones, corresponding generally to the impressions shared by most observers regarding the characteristics of higher education in this country. The several implications which follow from these data are less novel in themselves than the fact that the support for them here lies on grounds more empirical than polemic. The bottle may be new, but the wine is of an old and familiar vintage.

Curriculum

McGrath and Russell (1958) have charged that the liberal arts college today is scarcely differentiable from the undergraduate professional school. Their evidence suggests that vocationalism has indeed made substantial inroads into the liberal arts curriculum. Pressures for specialization have led to increasing numbers of pre-professional courses and programs in these schools. Moreover, many of them are responding to the pressures of circumstances by expanding their graduate facilities and beginning the process of conversion to miniature universities.

But it is clear from our own data that the liberal arts college still differs substantially from the undergraduate professional school and university-affiliated college. It would be more accurate to conclude that the vocational outlook has tended to increase its hold on all aspects of higher education in this country, but that the best liberal arts colleges have resisted this trend the most.

The significant point seems to be that quality in education is still most closely associated with breadth rather than specialization, and the orientation towards ideas rather than technology which characterizes the small independent liberal arts college cannot yet be dismissed as an irrelevant anachronism from another century.

Academic Instruction

A composite picture of the teacher at the elite liberal arts college emerges from responses to the CCI. To the students he seems both cerebral and compassionate. He provides them with an ego ideal, the passionate believer who is personally committed to some scholarly activity and who succeeds in transmitting both the enthusiasm for his field and the sense of value in total commitment. He also serves as student super ego, defining standards of aspiration and of achievement, and discouraging a too ready satisfaction with the results of mediocre effort. Thirdly, he is a critic, a rigorous and impartial judge of mental efforts whose arts and habits ultimately become assimilated by his students. And finally, he is compassionate, perceived by his students to be more devoted to the person than to the regulation.

Student Personnel Practices

The attitude of the instructor regarding the regulation of student affairs pervades all aspects of the liberal arts college examined here. Students are encouraged to regard themselves as active participants in the conduct of college affairs, sharing an appropriate measure of the responsibility of administering the academic community. This involves something more than student representation on an academic council, however.

One of the environment factors is based on items which describe an institutional atmosphere represented by (a) a detailed and rigorously administered code of student behavior, (b) a hierarchical system of enforcement depending on students, faculty, as well as personnel officers for supervision and policing, and (c) a paranoid attitude on the part of the faculty which extends beyond mere suspicion of student motives in their social behavior to include the resentment of student questions in class, querulousness among the staff members themselves, and the involvement of students in faculty bickering.

This association of items is so reminiscent of the culture of the penal institution that it was first named custodial care. Scored in that form, it is most characteristic of the state normal schools in the study population, particularly those from the southwest. Although the docility of the students at these schools evidently leads to their identification with the aggressor, the consequences of withholding opportunities for the exercise of self-discipline from less emotionally-constricted students may be observed at certain large state and municipal institutions. Repressive administrative attempts to maintain custodial care are coupled at these schools with high scores on the play factor, reflecting an active and expressive collegiate social life. In other words, at these schools rigid student personnel practices are accompanied by an equally strong but countervailing student culture. One surmises that these two processes tend to reinforce one another by their antithesis. The result is an unstable equilibrium, the restrictions of the winter leading to the panty raids of the spring. Such cyclic pressures can only culminate in excesses of both students and staff in the mismanagement of their affairs.

The only institutions which have deliberately sought to minimize custodial personnel practices are the elite liberal arts colleges. Their position reflects a respect for the dignity of the student as an individual which transcends any concern for the maintenance of discipline for its own sake. The educational significance of such a policy lies in part in the fact that the student has an opportunity to make errors, and therefore to learn by them. Of possibly greater importance is the student's realization that risks are worth taking because failure is particular, rather than general. He learns that he can afford to try something novel, that the ultimate restrictions are based on reality rather than on rules, and that the effort is of more genuine personal significance than the outcome. He learns self-control, in other words, rather than conformity.

This may be an easier lesson for adolescents from the social strata that have typically supported the elite liberal arts colleges than it is for others. Attitudes towards authority are in part a function of social class, and this may account for the difference between responses of self-restraint and of self-indulgence. One accustomed to riding loose in the harness reacts less violently to its removal than those who have always felt the bite of the cinch.

The analogy may be irrelevant, however. It is today's adolescent, younger brother to the generation still being castigated for its apathy and privatism, whose non-selfserving commitment has made both the Peace Corps and the protest CORE possible. These movements cut across class levels, as does the pseudo-existentialism which prevails among still another segment of the young adult population. Perhaps the differences in response of these various groups is no more than a reflection of the faculty's own prejudices and expectations. Created with suspicion, the adolescent is only too ready to believe that it may be justified, and prove it by his own behavior. Rules under these circumstances are a provocation and a challenge, rather than a restraining influence. Treated with dignity and with deference, the same adolescent discovers that he is equally capable of sustaining a more mature response.

Physical Plant

The pattern of item responses to the CCI associated with the exceptional colleges suggests that independence in thought requires the liberal use of physical as well as psychological space. The most effective schools offer places for students to withdraw in privacy, and opportunities to utilize solitude constructively. Conversely, however, there is also uncomplicated access to the faculty, provided by places at which students and faculty may interact informally.

Student Selection

Students attending the best of the independent liberal arts colleges are distinguished, even as freshmen, by their superior intelligence, breadth of interest, and high motivation. We have found them to be characterized too by a spirited independence: social, emotional, and intellectual. It comes as no surprise then to discover that the graduates of these schools have gone on to win subsequent academic awards and honors in numbers entirely out of proportion to their representation in the general undergraduate population. If, as has been suggested, the success of these schools is in fact attributable to the superiority of their students rather than the uniqueness of their programs, then it might be argued that such institutions ought to be preserved simply as incubators for the intellectual elite. It is evident that the same psychological tests which have enabled us to distinguish their students from the rest of the college population might also be used to select students even more effectively for such all-out intellectual hothouses.

There is ample historical precedence for restricting classical education to an elite class, although it is something of a novelty to find intelligence the criterion for admission. Even the prototype for these colleges, the British public school of the 18th and 19th century, did not consider scholastic aptitude to be an especially crucial student attribute. Yet these same schools were responsible for the preparation of generations of British leadership. The implication surely is that the social value of what these schools do is too important to be restricted to a single segment of the population. The colleges have apparently been only too successful in reinforcing, through selective recruitment and curricular differences, the separate cultures of the intellectual, the businessman, the engineer, the religionist, and the teacher. Surely something is to be gained by extending, rather than limiting, the common experiences of the eggheads, Babbits and Strangeloves.

Curriculum

What is it that the best of the liberal arts colleges do which helps set them apart, and which might serve then as a guide to other schools striving to achieve academic excellence? To the extent that a school stresses personal achievement, establishes a substantial personal commitment from its students, and above all exercises restraint in regulating the lives of its students, it can succeed in implementing an educational philosophy which does not require a particularly generous endowment in either financial or intellectual resources. The real genius of the liberal arts, the most essential distinction between liberal and servile education, has been described by William Cory, one of the great Eton masters, in the following terms:

> You go to school at the age of twelve or thirteen; and for the next four or five years you are not engaged so much in acquiring knowledge as in making mental efforts under criticism. A certain amount of knowledge you can indeed with average faculties acquire so as to retain; nor need you regret the hours that you have spent on much that is forgotten, for the shadow of lost knowledge at least protects you from many illusions. But you go to a great school, not for knowledge so much as for arts and habits; for the habit of attention, for the art of expression, for the art of assuming at a moment's notice a new intellectual posture, for the art of entering quickly into another person's thoughts, for the habit of submitting to censure and refutation, for the art of indicating assent or dissent in graduated terms, for the habit of regarding minute points of accuracy, for the habit of working out what is possible in a given time, for taste, for discrimination, for mental courage and mental soberness. Above all, you go to a great school for self-knowledge.[1]

Cory actually wrote these words in the 1860's, but the education for which he speaks has been coterminous with western civilization. These schools have been the repository of a tradition that extends over a period of 2500 years, the contemporary version of the education which has served to prepare generations of cultural elite. Much of the "tradition" is gone. The trivium (grammar, rhetoric, dialectics) and the quadrivium (geometry, arithmetic, astronomy, music) are no longer the backbone of the modern curriculum. The role of the classics has declined substantially, while that of the sciences has expanded.

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[1] Quoted by Geoffrey Madan in "William Cory," The Cornhill Magazine, July to December 1938, p. 208, from an 1861 tract on "Eton Reform" by William Cory.

Nor should we insist on the preservation of formal methods which have lost their relevance to contemporary life. Exercises in the development of wisdom, however, have not yet become outmoded.

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E. G. Williamson and Harold R. Marquardt

Programming the Intellectual Potential of Student Residences

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University of Minnesota

Colleges and universities are faced with the task of educating more and more students. In this undertaking, classroom shortage is not the only space problem which must be solved in order that institutions may satisfactorily meet the educational demands confronting them. Housing of students presents another major demand upon our administrators. In 1961, housing was available for one-fourth of the nearly four million college population. Harold Riker estimates that by 1970 as much as 40 percent of the then college population of six million will have to be housed on our campuses (Riker & Lopez, 1961).

The housing of students is a long established tradition in American colleges and universities (Cowley, 1934). Our colonial forefathers saw great value in college supervised residences. To them it was primarily a means of controlling the undesirable behavior of students outside the classroom.

However, the control was far from complete and the records report many rebellions against the restrictions so severely imposed. Colorful stories of professors physically forced to retire from students' rooms in the most inelegant of academic retreats enliven the literature. One recorded event is that of a residence tutor who attempted to divert a popular midnight sport of rolling cannon balls down the corridor by fielding the ball with his hands and confiscating it, only to learn through his sense of touch that the ball had been heated to near redness (White, 1917).

As demonstrated by the foregoing example, the literature suggests that the use of residences for rigid control of student behavior more often than not produces failure.

Other uses of residences have included provision for the safety and protection of the students. The concern for young women students, after Oberlin admitted them in 1833, was a leading factor in the early development of residence personnel programs for women.

During the 1930 depression, colleges learned that the operation of residence halls could also be a profitable business investment. This factor of revenue raising seems today to be a major influence in the residence construction programs of all colleges. No other condition has had as great a determining effect on the ultimate use of a new residence hall as the financial return it can bring. Rather than being educational contributions, they are primarily places of shelter. Harold Riker has said, "shelter alone is a dubious investment for educational institutions to spend six million dollars on" (Riker, 1961). He adds his prophesy that housing will, in the future, play a more vital role in the education process.

But what need is there to introduce intellectual life into the residences? The rejoinder is clear. Woodrow Wilson said, "So long as instruction and life do not merge in our colleges, so long as what the undergraduates do and what they are taught occupy two separate, air-tight compartments in their consciousness, so long will the college be ineffectual" (Wilson, 1913).

This conflict in emphasis is a direct challenge to those who operate student residences. Harold Taylor has properly exhorted us to "...make the life of the college student an immersion in a total environment..." He adds, "In such a community it would be natural to compose music, to write stories, to perform experiments, to discuss politics, to play games, to learn facts, to govern oneself, and to act cooperatively in the collective government of the whole" (Taylor, 1948-1949).

Taylor has further characterized education as "...a series of private conversations in which all sham, pretense, and intellectual hypocrisy or name dropping is stripped away and the student is free to respond with honesty to the intellectual and personal situation in which he finds himself" (Taylor, 1961). Presidents Lowell of Harvard and Griswold of Yale agreed that the high art of conversation about things intellectual (especially when professors are not present!) is essential to a university education (Lowell, 1934; Griswold, 1957). We reason that with the postwar baby boom forcing increased enrollments we must exercise great ingenuity and innovation if higher education is ever to be widely experienced as the high art of intellectual conversation.

Having been admonished by these recognized educational leaders of the past, we would be derelict in our responsibilities if we did not actively seek to initiate in our student residences an intellectual climate through overt, and even dominating, programming. Nearly half a century has passed since the residence unit was identified as possessing conditions conducive to improving interpersonal and social graces. However, such learning was provided at first only for our women students. Interest in cultural programs and other feminine activities in the fine arts was also promoted at that time. In contrast, the process of intellectualizing was reserved to the classroom or when students were in the presence of visiting professors.

Fifty years ago, women led us out of the medieval expectations of student residences as monastic cells. Surely, we are now faced with an opportunity to innovate a second renaissance within our residences. The image opportunity has been etched for all to perceive; and some innovators have begun the experiment. But the utilization of residences and residence programming for direct, as well as indirect, contributions to the intellectual mission of the institution must become a typicality rather than an atypicality.

In the University of Minnesota we have long been engaged in the process of introducing intellectualism into non-classroom experiences. We have long ago turned away from the tradition of the extracurricular activities, which established enjoyment (pleasurism) as the primary purpose to be served by students' programs for which academic credit is not and hopefully never will be assigned (Williamson, 1957). We introduce the idea of intellectual programming among our residence staff early in our recruiting process for residence counselors. For instance, we distribute posters advertising residence counselorships in which the residence counselor is described as "AN EDUCATIONAL REPRESENTATIVE of the Office of the Dean of Students." We add "Responsibilities include...STIMULATING INTELLECTUAL AND CULTURAL DEVELOPMENT." Along with the materials, which are issued to applicants for our 175 residential counselor positions, are included nine objectives established by the Office of the Dean of Students for these counselors to follow, organize and implement. The first objective is: "To encourage students to take full advantage of the intellectual and cultural opportunities offered in the university and to supplement and enrich those opportunities through residence unit activities."

In our annual pre-certification interviews with applicants, we explain the "teaching role" of residence counselors. Those who do not understand the intellectual responsibilities of residence counselors, or are not in agreement with our goals of improving the intellectual climates of our residences, are rejected as unsuitable candidates. Through these procedures of identification we are able to select residence counselors who themselves seek to be mentally stimulating rather than physically restrictive and suppressing. The latter concept, unfortunately, is far more popular and commonly recognized as a function of student assistants in some college residence systems.

Because we recruit applicants who have already earned bachelor degrees and attend either our graduate school or one of our professional schools, we have an added selection factor in our favor.

Prior to the beginning of each academic year, all residence counselors attend an intensive three-day training conference. In this annual conference we further emphasize the intellectual and cultural responsibilities of each residence counselor. This year, for example, Professor Ralph Ross, our erudite and personable chairman of the Humanities Department, increased enthusiasm and promoted action by discussing "University Residences as Possible Intellectual Communities." Following his talk we presented a panel of experienced residence counselors describing past programs and suggesting new approaches for our neophyte residence staff members. A brainstorming session for new ideas further stimulated imagination and action. Thus it is that each September, although our technique may vary, we provide our residence counselors with a liberal dosage of training aimed at preparing them to become identifiable intellectual leaders.

During the academic year, in weekly unit-staff meetings and regularly scheduled general meetings of our 175 residence counselors (residence halls, fraternities, sororities and large rooming houses), we continue our intellectual emphasis by employing speakers (sometimes, but not always, professors) to focus upon current and lasting issues and conflicts. During the past year, "academic freedom" developed as a local but vital issue which shook the complacency of our campus ivy. Typically, violent emotions played a much larger role in student and community discussions than did logic and the crisis thus provided us with an excellent opportunity to give additional special educative training to our residence staff. A special program was arranged in which the Assistant Academic Vice President and the Dean of Students explored many facets of the academic freedom topic so that residence counselors could explicitly encourage their students to develop a more knowledgeable understanding of the current issue. In such ways we have been able to exploit current campus and community controversial issues and maximize the non-classroom learning experiences about matters of direct concern to the institution. The Cuban missile crisis, the world-shaking assassination of President Kennedy, and the national election year are events which have served as "course materials" for our residence counselor-educators. We thus seek to utilize current and prevailing issues for stimulating our resident students to "think in depth" as a desirable alternative to the more common visceral manner of reacting to controversy.

From our earliest contacts with prospective applicants to on-the-job reinforcement training given to our most experienced residence counselors, we continually emphasize the importance and naturalness of intellectual and cultural awareness and its relevancy to the Residence Counseling Program.

Our philosophy of residence counseling is based on the principle that the staff "should also be committed to finding ways of stimulating educational gains..." They "should be...at home with things cultural, and also possess personal qualifications of effectiveness and naturalness of making such matters normal topics of informal conversation" (Williamson, 1958).

We implement our philosophy by selecting applicants who recognize the intellectual potential of residences and then utilize and maximize their abilities and interests through continuous training and supervision.

Proper selection and training of the residence counseling staff is necessary in developing and maintaining an intellectual climate within the residences. But these are not the whole of the programming of intellectualism within our residences. The ground in which the residence counselor has been prepared to sow the seeds of intellectual curiosity must be continuously cultivated. For instance, typical newly-enrolled undergraduate students seem often to expect anything of a "comfort" character from their university residence--but not intellectual stimulation. Unfortunately, too many residence halls, fraternities and sororities seem to exemplify a tradition and well publicized reputation of being anti-intellectual, or at least non-intellectual in the social press. Literature distributed by directors of housing too often focuses upon the concept of "a home away from home" and then picture the pool tables, the lounges, and the vending machines as the valuable contributions which the student will receive by signing a contract. With such a precluding description emphasizing the non-intellectual leisure activities, even an able student would not anticipate the enjoyment of cerebral exercises within the residence hall.

Unfortunately, too frequently fraternity and sorority rushing practices have followed the pattern of appealing to a prospective member by etching the close friendships that will develop. In too many cases, more pride bursts from the active member's chest when he displays the Homecoming trophy than when he gives recognition to a scholarship award, which by normal distribution must go to one of the chapters. Unfortunately, as with the residence halls, the advertising of the Greek chapters usually makes more difficult future attempts to innovate intellectual activities as the prevailing collegiate experience of higher learning.

Even if the residence halls, fraternities and sororities do not presently and dominantly support intellectual programming, they should be identified as environments in which mental stimulation and high-level conversation may become the normal order of business. We need to re-emphasize that students tend to behave in the roles which they identify as expected of them and intellectual ways of living can be presented as things one does. The success achieved in developing programming and living patterns which seek to agitate the cerebral gray matter depends to a large extent on the expectations held by the students of the residence unit they have selected.

In our university, staff members in the Office of the Dean of Students have long been responsible for encouraging and introducing both formal and informal (casual) programming in areas of social service (charitable giving), human relations (intergroup and interperson respect), and international awareness (cross cultural perspective). We believe that the four years a student attends the university will be liberally enriched, if he takes advantage of the opportunities provided through these patterns of programming. He can thus learn the liberating spirit of giving and helping those less privileged. He can also develop an understanding of bigotry and prejudice and their destructive curse. Indeed, he can merge from a parochial cocoon of uninformed provincialism and nationalism into a true cosmopolitan.

The great variety and quantity of intellectual activities presented within our residences, or encouraged and organized by our residence counselors, is evidence that intellectual inquiry need not be restricted to the four walls of the classroom. Given the proper setting and stimulation it can and will take place, even though it is not required for graduation.

Although we have identified adequate rationale for organizing intellectual programming and activities within the living environment of our students, we are woefully ignorant of the direct and effective influences such activities have on the students. Jacob's study might lead us to conclude that we cannot change values of students during their brief stay in the university (Jacob, 1957). Such a pessimistic conclusion is unpalatable to the educator and has limited experimental support. The dearth of experimental evidence available concerning the effects of environmental manipulations on the intellectual perceptions and behavior of students suggests that it is much too early to write the final chapter. What is needed is less speculation and more research.

Manipulative experimental research in student residences, to this date, has primarily been concerned with social psychological factors of adjustment, group formation, leadership, compatibility, and togetherness. The educational (learning) potential of student residences remains a virgin area for research. But before intellectual programming becomes as commonplace as social programming in the student residences on our campuses, we should test our hypotheses.

During this current academic year, we in the University of Minnesota are "testing" the effects of non-classroom experiences on students' perceptions of campus climate. Dr. Ralph Berdie, Director of our Student Counseling Bureau, has administered to all freshmen students, prior to enrollment, the College and University Environment Scales developed by George Stern and C. Robert Pace. Moreover, students who attended one of our six freshman orientation camps were retested at the end of the camp experience. A unique intellectual exercise is provided for our more able students during the year in camp sites through our Special Dean's Retreat programs. Dr. Berdie will test the effectiveness of the retreats following their completion. The influence of the type of residence and the effects of geographical groupings on perceptions held by students also will be given careful study. All residence counselors, a sample of faculty, and some parents also have had the CUES administered to them as part of the overall experiment.

Another pilot study which we are programming now will be conducted during the winter quarter and involves eight of our fraternities and sororities. Four chapters (two fraternities and two sororities) have been chosen as experimental groups and four will be used for control purposes. The experimental manipulations will include the organizing of evening programs on topics of intellectual and cultural content including these themes: "The Meaning of a University Education," "Understanding the Fine Arts," and "The International Implications of Leadership Changes in the U.S.S.R." Periodicals on a quality level with The Atlantic, Harper's and Saturday Review will be provided to the experimental chapters. Residence counselors in all eight chapters periodically will observe and record behavior patterns of the members. The observations along with any changes measured by a pre-post administration of the CUES will provide us with data for preliminary testing of the effectiveness of our experimental procedure.

Stern and Pace did not intend the CUES to be used as has been described here, so we do not know at this time how effectively it will measure the results of our programs. For this reason we are gathering information of observable attitude and behavior changes to provide a cross check on our experimentation.

It is clear that we are only beginning to exploit research design and program possibilities for identifying the actual effects of non-classroom educational programming. To a great extent our student residences have created an expectation of visceral comfort instead of cerebral agitation; but well defined research experiments can assess the potential and actual intellectual contributions of our residences and thus elevate the academic effectiveness of professional residence student personnel workers.

If student residences are to be more important than the contributions of food and shelter, our professional staffs must not accept as their raison d'être the solving of immediate living problems and the maintenance of a smooth running unit. Research helps one to be concerned with what could be, and thus to be less tied to what is or what could have been. No professional educational endeavor has thus far been able to develop any intellectual depth without the "testing" of creative ideas through research methodology.

Residence programming, as with all student personnel work, is dependent upon the continual evolvement of fresh ideas to keep pace with a dynamic college or university community. Alfred North Whitehead, the great educator, established the value of research when he said, "Do you want your teachers to be imaginative? Then encourage them to research" (Whitehead, 1929). It is through imaginative approaches that residence programming will make worthwhile contributions to the intellectual mission of a college. Whitehead has cogently supplied us with a formula for developing imagination. It is our responsibility to see that the formula is used frequently and intelligently.

Research designed to measure experimental manipulations in residence programming is not easily conducted. Innumerable and some unmeasurable variables complicate the analysis. Difficulties in organizing and introducing the research project are tedious and time-consuming. But the extensive literature on social interaction research indicates that these obstacles are not insurmountable.

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BIOGRAPHICAL NOTES
ON
MAJOR PARTICIPANTS
AND
ON CAMPUS PARTICIPANTS

JAMES GREGORY ALLEN

Dr. James Allen earned his B.S. in economics at the University of Wisconsin in 1949. He did both his Masters and Ph.D. at Iowa State University, completing the latter in sociology, education and psychology in 1960.

He has, during the past 15 years, had experience in student housing at the University of Wisconsin, Iowa State University, the University of Denver and the University of Hawaii. He has been Director of Student Housing and Associate Professor of Sociology at the University of Hawaii since 1962.

Among the articles written by Dr. Allen are, "Residence Halls as Coeducational Communities," "On State - A General Framework for Residence Staff Positions Based on Status and Role Concepts," "An Analysis of Men's Residence Halls as a Social System," "A Sociological Analysis of Men's Residences, Iowa State University, 1946-52."

Dr. Allen's leadership in the field of student housing is reflected in his chairmanship of the National Conference for A.C.U.H.O., in his organizing and chairing of the Training Committee within A.C.U.H.O., in his presidency of the Intermountain Housing Association and in his present chairmanship of the A.C.U.H.O. Research Committee.

PAUL DRESSEL

Paul Dressel earned his A.B. degree from Wittenberg College, his A.M. from Michigan State University, and his Ph.D. from The University of Michigan.

His professional career includes positions as Instructor and Assistant Professor of Mathematics; Director of Orientation Office; Director of Counseling and Chairman, Board of Examiners; Director, Cooperative Study of Evaluation in General Education, and Professor and Director, Office of Evaluation Services at Michigan State University. Dr. Dressel is presently the Director of Institutional Research, Assistant Provost, and Professor of University Research at Michigan State University.

Dr. Dressel's professional services and activities include chairmanship of the National Committee on General Education of the Association for Higher Education, chairmanship of the Evaluation Committee of the National Science Teachers Association on two separate periods, and presidency of the National Council on Measurement in Education. He is a member of the Association for Higher Education, the American Educational Research Association, and the National Society for the Study of Education. He is a Fellow of both the American Psychological Association and the American Association for the Advancement of Science.

Dr. Dressel has been the author and/or editor of numerous books including several quite relevant to this conference: General Education: Explorations in Evaluation, Evaluation in General Education, Evaluation in the Basic College at Michigan State University, and Evaluation in Higher Education.

ELIZABETH GREENLEAF

Dr. Greenleaf earned her A.B. at DePauw University, her M.A. at the University of Wisconsin, in political science; and her Ed.D., in student personnel work, at Indiana University.

For eight years she was a high school counselor. She has been Assistant Professor of Guidance and Director of Activities Center, at Southern Illinois University; Associate Dean of Students and Dean of Women, San Jose State College; and is currently Associate Professor of Higher Education, and Assistant Dean of Students and Director of Residence Halls Counseling at Indiana University.

Dr. Greenleaf is President of University Section of the National Association of Women Deans and Counselors; member of Executive Council of American College Personnel Association; member of A.C.P.A. Commission XII on The Professional

Preparation of College Personnel Workers; and is A.C.P.A. representative to the Council on Student Personnel Associations Sub-Committee on Professional Preparation.

GERALD GURIN

Gerald Gurin is Program Director at the Survey Research Center of The University of Michigan where he is currently engaged in research on the effects of informal peer relationships on changing student attitudes, values, and subject matter knowledge.

Dr. Gurin received the B.S.S. degree in sociology from the City College of New York in 1943, the M.A. in psychology from Columbia University in 1947 and the Ph.D. in social psychology from The University of Michigan in 1956. Dr. Gurin has served as research associate at the Foundation for Research on Human Behavior and an instructor in the program in social psychology, both at The University of Michigan. He is the author of numerous articles in the field of social psychology, some of them concerned in particular with student adjustment and motivation.

MELVENE DRAHEIM HARDEE

Dr. Hardee is Professor of Higher Education(Specialist in Student Personnel Administration) at Florida State University, Tallahassee. Her B.A. is from the State College of Iowa, her M.A. from Columbia University, and her Ph.D. from the University of Chicago.

She was a high school teacher and girls' dean for 10 years; an instructor and counselor at Stephens College for 4 years; Coordinator of Counseling at F.S.U. for 11 years; and professor of student personnel administration for 5 years.

Dr. Hardee's professional leadership is reflected in her past service as president, American College Personnel and Southern College Personnel Associations; membership in the A.P.G.A. Executive Council; chairmanship of the A.P.G.A. Yearbook Committee; and Associate Editorship of the *Personnel and Guidance Journal*. She is a professional member of the National Vocational Guidance Association, the American Psychological Association, the American Education Research Association, the International Council of Psychologists, the Southeastern Psychological Association, the Florida Psychological Association, the Florida Association of Deans and Counselors, and the Association for Higher Education.

Dr. Hardee is author of the *Faculty and College Counseling*, co-editor of *Personnel Services in Education*, editor, *Counseling and Guidance in General Education*, and author of many articles.

EUGENE HAUN

Eugene Haun is Director of Residence Halls at The University of Michigan. He received the B.A. degree from Hendrix College, Arkansas, in 1943, the M.A. from Vanderbilt University in 1946 and the Ph.D. from The University of Pennsylvania in 1954. Since that time he has combined an active career in student personnel work with scholarship in *belles lettres*. He has served as Assistant Dean of Men and Director of Men's Residences at The University of Pennsylvania and as Associate Dean of Students, Cornell University, prior to assuming his present post at The University of Michigan. He has also held the position of Lecturer in English at The University of Pennsylvania, Cornell University, and The University of Michigan. Dr. Haun describes his current research interests as the British opera in English during the Restoration.

ALGO D. HENDERSON

Algo Donmyer Henderson is Professor of Higher Education and Director of the Center for the Study of Higher Education at The University of Michigan. He received the degree of Bachelor of Laws from the University of Kansas in 1922, and the degree of Master of Business Administration from Harvard in 1928. From 1920-24, he taught economics and commerce at the University of Kansas, and from 1925 to 1947, at Antioch College, where he was dean from 1930-36, acting president from 1935-36, and president from 1936 through 1947.

Professor Henderson first joined the U-M faculty in the fall semester of 1950. Just previously he had been Associate Commissioner in charge of Higher Education, New York State, 1948-50.

Professor Henderson has served as a member of several state and national agencies in the field of education, among them the President's Commission on Higher Education (1946-47), the executive committee of the Association for Higher Education (1953-56), and the Michigan Commission on College Accreditation (1950-). He formerly was chairman of the Commission on Equality of Opportunity in Education, the American Council on Education, and of the Commission on Educational Organizations of the National Conference of Christians and Jews.

Professor Henderson is the author of numerous publications, including Vitalizing Liberal Education, 1944; and co-author of Antioch College: Its Design for Liberal Education, 1946; Matching Needs and Facilities in Higher Education, (with Reeves and Cowen), 1948; and of Policies and Practices in Higher Education, 1960.

WILLIAM W. JELLEMA

William W. Jellema received his A.B. degree from Hope College in 1950; his B.D. degree from Western Theological Seminary in 1953; his Ph.D. from the University of Edinburgh in 1957. From 1956 through 1960 Dr. Jellema was a member of the Department of Philosophy and Religion at Alma College, Alma, Michigan. Since 1961 he has been a member of the Department of Higher Education at The University of Michigan. His responsibilities have included courses in "Curriculum Planning and Administration at the College Level" and "The College Teacher." He is the director of a program designed to identify, select, and facilitate the education of outstanding undergraduates for a career in college teaching.

He is interested in the liberal arts college and its curriculum; the role of religion in higher education; the college teacher and college teaching.

ROBERT L. KAHN

Robert L. Kahn is a Program Director of the Survey Research Center, and Professor of Psychology at The University of Michigan. He directs a program of research on large-scale organizations, and is particularly interested in leadership, organizational structure, and factors which motivate effective performance. More recently he has explored the effects of organizations on health and psychological adjustment.

Dr. Kahn is a Fellow of the American Psychological Association, the American Statistical Association, and the National Training Laboratories. He is a member of Phi Beta Kappa and Sigma Xi, and is the author of a number of books and articles, including *Participation in Union Locals*, *The Dynamics of Interviewing*, and *Organizational Stress*.

KENNETH KENISTON

Kenneth Keniston is an Assistant Professor of Psychology, Department of Psychiatry, Yale Medical School. He graduated from Harvard in 1951 (Magna cum Laude); Rhodes Scholar from Michigan at Balliol College, Oxford, 1951-53; received Ph.D., Oxford, 1956; Research Fellow, 1956-57, and Research Associate, 1957-60, Laboratory of Human Relations, Department of Social Relations, Harvard; Lecturer on Clinical Psychology, 1958-62; research on alienation, psychological impact of modern society, personality and social structure; women in American society, and youth and politics; Professor of Psychiatry, 1963-65; lecturer and writer, 1962-65.

STANLEY H. KING

Stanley King received his Ph.D. degree from Harvard University's Department of Social Relations. Dr. King is in clinical psychology and is currently the Director of Research at the University Health Services of Harvard and Project Director of the Harvard Student Study.

HARLAN L. LANE

Harlan Lane is Associate Professor of Psychology and Director of the Center for Research on Language and Language Behavior at The University of Michigan. He received the A.B. and A.M. degrees from Columbia University in 1958 and the Ph.D. from Harvard University in 1960. A few months later, Dr. Lane joined the faculty of The University of Michigan, where his research has focused on the experimental analysis of behavior--in particular verbal behavior. Concurrent with teaching in these areas of interest, he has served as Resident Adviser in a graduate students' residence hall and as Faculty Associate to an undergraduate living unit. Dr. Lane has served as a member and as Chairman of the University's special committee for the Pilot Project--an experimental program in student residences.

JAMES A. LEWIS

James A. Lewis is Vice President for Student Affairs at The University of Michigan, charged with administrative responsibility for the coordination and development of the non-academic aspects of student life. Previous to this appointment, Professor Lewis was lecturer in The University of Michigan School of Education and was named in 1953 as Director of the Bureau of School Services. Professor Lewis received the B.A. degree from Central Michigan College in 1931, the M.A. degree in 1938 from The University of Michigan and the Doctor of Education from Harvard University in 1956. In that year he was appointed Professor of Education in The University of Michigan School of Education.

Professor Lewis has had considerable experience in the teaching field, serving as teacher, Cass City and Dowagiac Public Schools, 1927-30 and 1930-32, and elementary principal and superintendent in the same system, 1935-37, and 1938-45 respectively; superintendent, St. Joseph Public Schools, 1946-48; instructor at Purdue University, 1947; instructor at Western Michigan College, 1949; and superintendent, Dearborn Public Schools, 1948-53.

WILBERT J. McKEACHIE

Wilbert J. McKeachie is Professor of Psychology and Chairman of the Department of Psychology at The University of Michigan. He received the degree of Bachelor of Arts in 1942 from Michigan State Normal, the degrees of Master of Arts in 1946 and Doctor of Philosophy in 1949 from The University of Michigan

Professor McKeachie is a member of the American Psychological Association, American Education Research Association, Association for Higher Education, a past president of the Division on Teaching of the American Psychological Association, and of the Michigan Psychological Association, and is a past chairman of the Psychology section of the Michigan Academy of Science, Arts, and Letters, of the Conference of State Psychological Associations, of the Commission for the Certification of Psychologists of the State of Michigan, and of the Senate Advisory Committee on University Affairs, ruling body of the University. He is the author of numerous articles and books on undergraduate education.

THEODORE M. NEWCOMB

Theodore M. Newcomb is Professor of Sociology and Psychology at The University of Michigan. He was Chairman of the Doctoral Program in Social Psychology during the first sixteen years of its existence. He has been President of the American Psychological Association, is a former Editor of the *Psychological Review*, and he has authored several books in the area of Social Psychology.

In recent years he has been concerned with problems of undergraduate education, especially as related to informal peer-group phenomena. He has recently served as consultant to the new campus of The University of California at Santa Cruz, whose eventual 15,000 undergraduates will be members of small, residential colleges. He is at present devoting much of his time to planning for the residential college, a part of The University of Michigan's College of Literature, Science, and the Arts, whose new campus will be ready for occupancy in 1966 or 1967.

JOHN C. PYPER

John C. Pyper is Associate Director of Residence Halls at The University of Michigan. His career in student personnel work has included directing men's and coeducational residence units both at The University of Michigan and Southern Illinois University. Mr. Pyper is presently a doctoral student at The University of Michigan Department of Political Science where his interests focus on American government administration. Outside the classroom his current enthusiasms are in the areas of college and university administration.

HAROLD RIKER

Dr. Riker has been Director of the Division of Housing at the University of Florida since 1946 with the exception of two years with the U.S. Navy during the Korean conflict and two years of study at Columbia University. Dr. Riker received his B.A. and M.A. degrees from the University of Florida where he majored in English Literature and History. His Ed.D. degree, with a major in Student Personnel Administration, is from Columbia University.

His publications include Planning Functional College Housing, and College Students Live Here. Currently he is completing the manuscript for a monograph titled, College Housing As Learning Centers.

PETER H. ROSSI

Dr. Peter Rossi received his B.S. degree from the City College of New York in 1943 and his Ph.D., in sociology, from Columbia in 1951.

He was an Assistant Professor in the Department of Social Relations at Harvard University and Research Associate in the Center for Field Studies, Graduate School of Education, at Harvard from 1951 to 1955. Since that date

Dr. Rossi has been Professor of Sociology at the University of Chicago. In 1960 Dr. Rossi undertook the additional responsibilities of the directorship of the National Opinion Research Center at the University of Chicago, a position he has also held to the present time.

Among Dr. Rossi's many articles, books and other publications are several which are most pertinent for this conference including "Methods of Social Research, 1945-55," "Social Restraints on the Development of Talent Among Middle and Upper Class Youth," "Social Factors in Academic Achievement," and a stimulating chapter in an ill-fated book, The Measurement of Peer Group Influences on College Students, entitled "Research Strategies in the Measurement of Peer Group Influences."

GEORGE G. STERN

George G. Stern received his Ph.D. degree in 1949 from The University of Chicago. He was Supervisor of Research (Assistant Professor), Examiner's Office, and Lecturer in Psychology, The University of Chicago, 1949-1953. Dr. Stern has been Professor of Psychology and Head, Psychological Evaluation and Assessment Laboratory, Psychological Research Center, Syracuse University, since 1953.

He is a Fellow, American Psychological Association; member, American Sociological Association, Association for Higher Education--National Education Association, American Educational Research Association, American Association for the Advancement of Science, and the American Association of University Professors.

Dr. Stern is the author of books and articles on personality assessment, attitude measurement, and the analysis of college environments. He received Honorable Mention (with C. R. Pace) for Outstanding Research by American

Personnel and Guidance Association for studies of college characteristics. He has been the recipient of research grants from Air Force, U. S. Office of Education, Carnegie Foundation, College Entrance Examination Board, Social Science Research Council, and the Peace Corps. He was appointed Danforth Visiting Lecturer, 1964-1965.

JOHN HAYES TAYLOR

John Hayes Taylor received his B.A. degree from Cornell College in 1949, his B.D. degree from Yale University in 1953, and his M.A. degree from Northwestern University in 1955.

Mr. Taylor has served as instructor in religion, director of admissions, and counselor for men at Kendall College, in Evanston, Illinois. He has been the director of one of the large residence hall quadrangles at The University of Michigan where an experimental housing unit was instituted. He is currently Associate Dean of Students at Otterbein College, in Westerville, Ohio, where his responsibilities include that of men's residence halls.

RALPH W. TYLER

Dr. Tyler is the Director of the Center for Advanced Study in the Behavioral Sciences at Stanford, California. He received his A.B. degree from Doane College in 1921, his A.M. from the University of Nebraska in 1923, and his Ph.D. from the University of Chicago in 1927.

He began his career as a high school teacher in Pierre, South Dakota in 1921; was Assistant Supervisor of Sciences at the University of Nebraska from 1922 to 1927; Associate Professor of Education at the University of North Carolina from 1927 to 1929; Associate Professor of Education at Ohio State University, 1929-1931; Professor of Education and Research Associate of the

Bureau of Educational Research from 1931 to 1938; Professor, and Chairman of the Department of Education and University Examiner at the University of Chicago from 1938 to 1948; Dean of the Division of Social Sciences, 1948-1953; and has held his present position since 1953.

Dr. Tyler has been Director of Evaluation for the Eight-Year Study of Secondary School; Director of the Cooperative Study in General Education in Colleges; Director of the Examinations Staff for the U.S. Armed Forces Institute. He is a Fellow A.A.A.S; a member of the American Educational Research Association, The American Statistical Association, the National Society for the Study of Education, National Education Association, and the Social Science Research Council.

Dr. Tyler is the author or co-author of numerous books and articles relating to educational measurement and research.

REBECCA S. VREELAND

Rebecca S. Vreeland received her Ph.D. degree in sociology from Harvard's Department of Social Relations. Dr. Vreeland is Research Sociologist to the University Health Services and a staff member of the Harvard Student Study responsible for the analysis of Harvard College as a social system.

E. G. WILLIAMSON

Dr. Williamson received his B.A. degree from the University of Illinois in 1925 and his Ph.D. from the University of Minnesota in 1931.

He has been a teacher and Personnel Assistant in the Department of Psychology; Director, University Testing Bureau; Assistant Professor of Psychology, Coordinator of Student Personnel Services; and Professor of Psychology and Dean of Students at The University of Minnesota.

In addition, Dr. Williamson has held leadership positions in many professional organizations including the American Council on Education, National Association of Student Personnel Administrators, National Association of Foreign Student Advisors, American College Personnel Association, and the American Psychological Association.

Dr. Williamson is the author of numerous articles and books, the latest of which has been *Student Personnel Services in Colleges and Universities.*

Summary of Conference Proceedings

Summary of Conference Proceedings[1]

Staff training

Following introductory remarks, the Chairman invited the the major participants to discuss their work papers. Amplifying the comments in her paper, Dr. Hardee cited two problem areas in the administration of the residence halls as a site for learning, and then raised several questions for research. Dr. Hardee pointed out that personnel who implement educational programs in the residence halls are often uninformed about the character and objectives of general education, and about the formal education received by their own residents in particular; this lack of information mitigates against an amalgam of learning in the classroom with learning in the residence halls. In addition to training in general education, Dr. Hardee suggested that residence hall personnel should receive training in the nature and facilitation of interpersonal communication. This suggestion stems from the observation and belief that much student learning takes place largely without structure or strategy in the context of small groups located within the residence halls. Dr. Hardee then raised two questions for research concerning the efficacy of certain innovations in residence hall living. In particular, she queried whether apartment dwellings that require the student to manage a household facilitate or impair more formal learning in the classroom. Referring to a second innovation, Dr. Hardee asked: What has been the experience of colleges and universities that have organized residential units combining living and learning, those in which offices, classrooms, dormitories, dining and recreation facilities are all located within a residence hall.

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[1] The summary was prepared from a transcription of the discussion; although an effort was made to approximate the original wording of the contributions, the principal investigators are responsible for the following version.

Student motivation primary

Dr. Tyler posed, as a matter for research, the possibility that the students' motivation, or lack of it, may override, in bringing about learning, such variables as the degree to which the residence hall staff is well-informed. Even more basically, it may be the case that the purposes of many students are sufficiently well-formulated that they are able to structure the environment to produce learning without programs carefully planned by others.

Dr. Keniston, explicating the remarks in his paper, emphasized that the student residences in which he carried out his research were unique in several respects and posed obstacles to research that might not pertain universally. Nevertheless, he suggested the psycho-social problems of conducting research in the residence halls as a research area in its own right. Such questions as these seemed involved: What are the obstructions for the researcher that derive from his own personality as it relates to social obstructions in the research situation? What are the effects of the research on the institution under study? What should be the resources and roles of a social scientist who wants to conduct research which involves

Problems in conducting research

manipulation and control of variables in a residential setting? Effective answers to these and related questions might facilitate the initiation and conduct of research in the residence halls.

Relevance of developmental needs

Dr. King expanded on the content of his paper with Dr. Vreeland. He underscored the questions raised by Dr. Keniston with regard to the by-products of research in the residence hall setting. He then pointed out that most of the papers and commentary are concerned with what can be done to the residential unit so it will facilitate learning, without any direct concern for how this relates to the psychological needs of the students at this phase in their lives. Dr. Tyler took the research question implied as an instance of the more general strategy of bringing to bear on residence hall research the techniques and theories of the social sciences as developed in other settings.

Do residences affect development?

Dr. Vreeland posed two fundamental questions for research; the first asked "does a residence hall have any effect on student development--would a comparative, formal, organizational study show that living in a particular residence hall has a characteristic effect on the students?" It was considered that the evidence in the King-Vreeland report answered this question in the affirmative. Given that there is an effect, the next question that arises is:

If so, by what means?

"What are the mechanisms by which the values and goals of the administration of these residence halls are implemented?" Again, there is evidence in the King-Vreeland studies that is pertinent; these investigators found that the effect of living in a particular residential unit is most strongly mediated through the students' peer groups. However, the details of the process by which the peer group affects the individual student are considered poorly understood, and there is little knowledge concerning the means by which this influence of the group can be made greater or lesser.

Interdisciplinary research

Dr. Tyler pointed out that the research questions pursued by Dr. Vreeland have entailed techniques and knowledge from several disciplines, relevant as they were to the structure and operation of organizations, to individual psychology and small group dynamics.

Institutional characteristics affect development

Dr. Stern concurred that, on the basis of his research findings, there are some types of institutions, and some things that they do, which facilitate the personal development of the individual--and others that seem to mitigate against personal development. He pointed out, however, that most of the variables that have been identified in this area of research are rather broad in character, and that the critical factors that mediate institutional effects have yet to be identified. Dr. Stern cautioned that the analysis and control of institutional effects on the student must be carried out with an eye to differences among institutions in the kinds of students that are normally found within them. This is a problem for descriptive research in its own right and, without the results of this research, it becomes precarious to generalize the findings of other studies concerning the analysis and control of institutional effects. Thus, Dr. Stern reiterated the question raised earlier of what kinds of factors make for change, now emphasizing the characteristics of the student population as a starting point for such an inquiry. These questions again related to one raised earlier concerning the mediating dynamisms that are involved in the com-

Student self-selection

munication process. Dr. Stern recalled the prior observation of Dr. Tyler when he noted that many of the less obvious mediating mechanisms may effect a change without this change as their intent, but rather as a by-product.

Justification of residence halls

Dr. Dressel noted that in many institutional settings the primary or only justification for the residence halls is the contribution that they may make to learning, and that therefore the production and demonstration of the contribution to the learning process by the residence halls takes on a special urgency. In this connection, the contribution of residential living is often discussed in relation to short-term and rather superficial goals, such as "students do more talking with instructors outside the classroom," of "students remain at the dining table and continue discussion, whereas students in other residences get up and leave immediately," or the like. Citing these goals and purported effects presupposes that they in turn mediate student development. Whether this is in fact the case poses a question for descriptive research. Beyond descriptive research, Dr. Dressel called for manipulative studies that introduce major modifications in residential settings and then use sophisticated instruments to evaluate their effects. He pointed out, reviving the theme of the effect of the researcher on the research environment, that quite often experimental ideas for major modifications are obliged by administration to give way to more modest undertakings that are largely descriptive.

Superficial statement of goals

Manipulative studies needed

In expanding on his paper, Dr. Riker emphasized that there

Need to demonstrate effects of residences

is little evidence which would permit us to say whether college residence buildings are often contributors to student learning, non-contributory, or a source of resistance to and diversions from learning. In his view, the three basic elements of the university are 1) the faculty, 2) the buildings that bring faculty and students together, and 3) the planned programs that insure the variety and purposes of this association. He pointed out that the obstacles to research cited previously may be found not only in the area of research on student residences but also attendant to research on almost any facet of university life, in particular classroom learning. Dr. Riker went on to cite several research questions that seemed to him implicit in the several work papers. In one research area, he detected a concern for

Staff selection

identifying the characteristics of effective staff and for characterizing the kinds of training that they require. Second, he sensed a concern for the administrative organization of student

Administration of residences

residences and how this affects the learning that takes place within them. Administrative concerns and mechanisms here include learning by students in the residence halls, student development in the broader sense including social and attitudinal change, and the management of student housing from a business point of view.

Hotel vs residence hall

Dr. Riker stated that there was an increasing tencendy for this last factor to overwhelm the others, relegating the residence halls to the status of hotel. Since student room and board divorced from intellectual growth are not the central concern of the university, there has been an increasing tendency to encourage private business to provide student accommodations. This trend can be slowed only if the effectiveness of the residence halls as a medium for education can be improved and demonstrated by research.

Effect of
space design
roommate
assignment

A third area of research identified by Dr. Riker concerns the effects of the physical and architectural environment of the residence halls on the various facets of student learning in the halls. A fourth is the much-discussed and informally-examined matter of roommate assignment. Dr. Riker pointed out that the general conviction that students should be mixed with respect to backgrounds and career goals has not been rigorously demonstrated to impede or to facilitate student development.

Arrangement
of student
groupings

Dr. Greenleaf underscored the questions raised previously concerning the relations between a student and his peer group and raised spedicic questions concerning the size of the group and the composition and structure of these groups that would facilitate student development. Dr. Greeleaf observed that the arrangement of student groupings and the selection of staff are carried out in quite diverse ways at different colleges and universities, so that these variables are manipulated in the natural setting, but largely without any evidence concerning their relative desirability.

Dr. Marquardt described some of the educational programs in the residential units at his university aimed at the following ideal: to have residences (including fraternities, sororities, rooming houses) be centers where the students would find the fulfillment not only of certain of their own objectives but also of certain educational goals, intellectual goals imposed by the university. He pointed out that student expectations of residential life are often too narrowly conceived, sometimes largely in terms of a home environment that was not ideal educationally, and that it is therefore the responsibility of the university to alter these expectations and to fulfill some while not others. Dr. Williamson augmented Dr. Marquardt's discussion of student expectations describing some research in progress in which the CUES was administered before and after certain student development programs.

Students' vs Universities' aims for residences

Dr. Newcomb described the program at The University of Michigan known as the "Pilot Project" and its relation to the projected residential college at the university. The Pilot Project entails several modifications in residential living in a few men's and women's houses, with the aim of "de-divorcing" learning in the residence from learning in the classroom. The two fundamental changes, from which many other modifications follow, are the provisions that freshmen in the same house enroll in the same sections of their elected courses, and that the resident fellows are very carefully selected from the population of teaching fellows in the graduate school. After a further description of the projected residential college, Dr. Newcomb turned to some research questions that he felt the conference should particularly consider. He cited the widespread assumption that

University of Michigan Pilot Project

How do peer groups work

certain parts of the educational process are facilitated and become more effective if they are shared within informal peer group groups and he then asked what properties of the residential unit permit this sharing.

Business vs education

Dr. Allen emphasized that the business and educational facets of residence hall management have been largely separate or conflicting in the past and he suggested that some steps should be found to amalgamate these components and to find ways in which business operations, such as the provision of food service, might become an interrelated part of the educational program. He also cited the questions raised previously concerning the selection

Staff

Peer groups

and training of staff. Mr. Warren returned to the question of the most advantageous composition of peer groups with regard to size and heterogeneity.

Residences primary loci of learning

Dr. Lane pointed out that the previous speakers and work papers have emphasized the potential of the residence halls as a way of supplementing the educational process that takes place in the classroom. He suggested, on the contrary, that the conference might consider more wisely that the residence halls are the main loci of learning, and that the classroom may have some supplementary function. He argued that generous extrapolation from the psychology of learning favors this reversal of emphasis, since it is in the dormitories that differential behaviors have differential effects, whereas it is in the classroom that the student is usually unable to engage in observable behavior, and the teacher unable to respond to the behavior that does occur except in a non-specific and delayed way. As long as we relegate the major educational process to the classroom, Dr. Lane argued, we are going to be less creative in thinking of vehicles for this education and more certain of finding small effects in educational research. Dr. Lewis believed that this change in emphasis was especially important since classroom learning is increasingly disabled by the trend toward greater faculty concern for research and scholarship at the expense of teaching, as well as the trend toward larger enrollments. Dr. Tyler noted that there was no firm evidence for any degredation in the quality of classroom instruction as a consequence of increasing scholarship by the faculty or larger enrollments. It may be, he suggested, that student learning is virtually unaffected by many of the obvious classroom variables.

Two kinds of research

In closing comments for the morning session, Dr. Tyler discerned two kinds of research endeavors that had been discussed by the several participants. On the one hand, conference members seemed concerned with ways of evaluating experimental programs or manipulations that are taking place or are planned in the residence halls. On the other hand, there were those who were concerned with exploring further basic psychological processes in relation to residence hall living--for example, adolescent development in the college years and the way in which housing arrangements aid or hinder the student in accomplishing his developmental tasks.

Dr. Tripp sparked the start of the afternoon session, stating that despite the increasing foment in the field of student personnel work, he had not observed any large-scale innovations or major breakthroughs. He suggested that some radically new conception of the role of the residential unit may be required, citing as an example Dr. Lane's suggestion that the residence hall rather than the classroom may be the primary locus for learning. Pursuing the latter concept, Dr. Tripp proposed that a new profession may be called for, a profession for applied social scientists who engineer learning with individuals and small groups in various sites, including the residence halls. Dr. Kahn had his reservations about this suggestion, recalling that in his experience some of the most effective staff members in the residence halls were not particularly knowledgeable about student personnel work or about learning and teaching, but were simply devoted scholars with divergent types of personality. Dr. Tyler explicated the research questions entailed in this discussion, pointing out that we need to know who identifies with whom under what conditions and what difference, if any, this makes.

A new profession

The discussion turned to the status, role and efficacy of the resident counselor. Dr. Keniston pointed out that the counselor is often looked upon scornfully or is totally ignored by members of the faculty. The effectiveness of the counselor may be limited if he has a visibly inferior status _vis-à-vis_ the academic community. The scholar or professional who performs this role, Dr. Vreeland pointed out, has a competing commitment to professional duties, including teaching and research. This raised the question of the effect of the multiplicity of roles

Role of counselors

of the counselor on his impact on students. Dr. Lane stated that a widespread assumption in staff selection is that the acculturated individual is preferable as a resident counselor. He wondered aloud whether there was any evidence for this and, if so, whether the highly acculturated individual was more effective because of his range of experiences or because of those more fundamental traits of personality which led him to seek out that range of experience. Dr. Greenleaf stated that professional commitment and acculturation were not enough and that these individuals require some in-service training so that they may be aware of their possible roles within the group and have some orientation toward the objectives amd means of their job.

Staff selection

Thus, a controversy arose over whether the most effective representative of the university and the residence halls was a devoted intellectual, whatever his personality traits and training (or absence thereof) in the social sciences, or whether the most effective residence counselor would have explicit training in the relevant social science disciplines. Dr. Tyler suggested that two distinct roles were under discussion and that research might show them both to be necessary. The role of a person who is, perhaps unconsciously, a figure of identification, and the role of the person who uses various techniques to systematically plan and arrange effectiveness.

Staff selection

Drs. King, Kahn, and Tripp emphasized the plurality of goals of American educational institutions and the consequent possibility that different kinds of residence hall counselors would be appro-

Effects of institutional characteristics

priate in each. Dr. Keniston raised several questions concerning institutional characteristics in relation to learning in the residence halls: In what kinds of institutions does one find an optimal recognition of the importance of active education? In what kinds of institutions are faculty members actively encouraged by the sanctions that the administration has at his disposal to take part in the active educational life of the student body? Are there ways of manipulating this reward structure, Dr. Lane asked, so that a greater value would be placed on his institutional commitment even at the cost of a partial sacrifice of scholarship? Research seemed to be called for on the roles and role conflicts of faculty members. Extending this, Dr. Tyler suggested research on the students' perception of faculty participation, citing his experience that at times the faculty's desire to influence students does not produce the desired effect.

Role of faculty

Dr. Keniston proposed as a research endeavor a naturalistic study of the defenses of individual students and of organizational units against intellect and education. He proposed that one night study the formitories from this ethological point of view, occasionally manipulating some variable such as the introduction of a faculty member, and then observing student and administrative behavior, including avoidance, denial, isolation, etc. Dr. Keniston proposed that if we could determine which people had the fewest defenses against education, or learned which kinds of social structures were most permeable, then this would indicate ways of making residential programs more effective.

Defenses against education

Dr. Lane resumed grinding his reward-and-punishment axe, arguing that many of these defenses against education would be found to be sustained by explicit educational goals. Since the institution places a primary emphasis on the classroom and performance in the classroom and related examinations, it is not surprising that the student works to accomplish rewards in this area and views the educational programs of the dormitory, which are clearly less valued by the university, as clearly less valuable. This observation suggests manipulative research in which the reward structure is altered not only for the faculty member, as discussed previously, but also for the student. What would be the effects, Dr. Lane asked, of increasing institutional rewards for intellectual activities that are not assessed by tests in the classroom? Dr. Tyler cautioned that the ultimate reward structure should derive from genuine satisfaction in intellectual work and Dr. Lane concurred, contending that intrinsic rewards could be made accessible and effective by beginning with extrinsic ones.

Reward structure

Dr. Williamson called for research which would analyze the casual conversations among students to examine the relation of their content to classroom content. He suggested that one measure of educational success is the degree of transfer.

Analysis of conversation

Dr. Keniston raised the question of the degree of consonance between the values of students and values of faculty in various institutions, and the effect of this consonance on learning by the students. He suggested that only when a genuine mutuality of purpose exists can educational programs involving students and faculty be successful. The undergraduate research program of the National Science Foundation was cited as a successful program that capitalizes on this congruence of faculty and student intellectual interests. Dr. Stern suggested that the congruence, or lack of congruence, between student and faculty values derives from the broader question of the institutional characteristics and of those of the student population. In a large university one finds many differences in values not only among the faculty but among the students as well. The small school, with more homogeneous purposes, manages to provide identity for the student because he is so close to the faculty and he sees them in a much more intimate way. A large school fails to do either of these things to nearly the same extent. Intimacy at the large institution might conceivably be provided by the trained specialist in the residential setting, for example, the sort of professional described by Dr. Tripp, but it is questionable that he could provide a suitable identity for the student. The highly-trained researcher who works only within his own laboratory and at the graduate level is equally unlikely to provide a source of identity for the undergraduate.

Role of faculty

The discussion returned to the question of criteria for staff selection. Mr. Eisman proposed a change in focus: we should ask not what would make an ideal staff person, but rather what would be an ideal staff position for a residential unit.

Staff selection

Dr. Lane suggested a study in which the assignment of staff to student units was prearranged according to different kinds of rules; for example, one residential unit might be arranged with what were considered compatible staff and student personnel--compatible in terms of interest profiles, extrovertancy-introvertancy measures, modes of social relating, or whatever; on the other hand, another residential unit might be so arranged that the students and staff counselors were presumed to be incompatible in view of these measures. Dr. Tyler inquired what mechanisms might be that would mediate the effects of compatibility or incompatibility. Dr. Lane noted that the peer group and the process of identification have been cited as mediating mechanisms in the previous discussion.

Discipline

Dr. Stern concurred that an experiment such as Dr. Lane described would be both feasible and desirable but he raised the question whether there were not more fundamental factors that determine the character of the residence halls, factors that should be examined and perhaps altered first. He was pointing particularly to disciplinary rules and regulations concerning student conduct. Dr. Riker stated that many residence halls are operating under sets of regulations that were pertinent at the turn of the century, that are no longer appropriate, and hence a source of conflict. He considered that the desire of juniors and seniors to move off campus when given the opportunity to do so reflects most basically a desire to get away from restriction and regulation. Dr. Stern summed up his point by saying that to the extent that the residence hall is the place where the student feels most keenly the lash of the institution, it may be the least practical place to attempt other objectives unless you remove its punitive characteristics first. Dr. Williamson pointed out that the effect of removing or minimizing rules of conduct would be worthy of research in its own right; although this has been done from time to time and in various places, it has not been done systematically and there is little more than anecdotal evidence.

Perception of residences

The discussion returned to the question raised earlier concerning the way in which the students perceive the residence hall staff. Dr. King suggested that one way to get at these perceptions was through the use of structured projective tests. It was suggested that some students may perceive the residence halls as an extension of their home environment in which those responsible had primarily a regulatory function. Dr. Williamson pointed out that we know little in a systematic way about the environmental and personal factors that lead administrators to impose restrictions.

The discussion worked its way back toward the question raised earlier of optimal sizes for student groups. Dr. Kahn felt that this problem represented the tack that research ought to take; that is, to begin with a gross variable, such as size, and then try through a series of hypotheses and successive

Arrangement of student groupings

research efforts to refine the variable. Refinement of the variable of group size, for example, goes beyond a mere count of the number of students or faculty, to measures of: with how many other people a student coordinates his activities; to what extent he selects the number of individuals with whom he will coordinate for various purposes; with what kind of population (with respect to size and heterogeneity) he interacts most effectively. Dr. Keniston asked, what is the intermediate range of the number of people that an individual can recognize and know by name. He hypothesized that established residential colleges tend to center around the range of 200 to 500 people because an individual cannot recognize and identify many more individuals. The answer to the question might provide one clue relevant to the planning lf larger units. Dr. Stern pointed out that the provision of a nuclear unit of some kind may reduce the anomic alienation of the individual student, but it does not necessarily bring the students into more meaningful relations with a larger institution.

Measures of effects of residences

Dr. Lane considered that the preceding discussion had concerned itself largely with the independent variables in research research on size and related factors, and he pressed the question of what would be the dependent variables. Dr. Stern suggested that there were several criteria that could be used. One concerns the achievement of objectives that everyone agrees are part and parcel of the institution--like getting better grades. But academic productivity, the first kind of criterion, entails more than grades alone; it may entail making a commitment to future intellectual pursuits, getting involved to independent research or a tutorial project, and so forth. Cohesiveness is an entirely independent kind of outcome, the extent to which one furthers a closer sense of identity, feelings of mutual satisfaction, belonging to the unit--morale in the wider sense. Dr. Brown contended that the criteria for college education have never been stated very well, that this clearly would impede the conduct of manipulative research, and therefore that research is required in the first place on what are the desired outcomes in education as perceived by various populations.

Perception of residences

As a special case of this broader question, Mr. Widmar emphasized the need for information on how the faculty perceive the role of the residence halls in the educational process. It may be that this perception is systematically different from one institution to the next as a function of identifiable and manipulable variables. Dr. Greenleaf considered that there were large individual differences among faculty members in this respect and Dr. Keniston felt that it was important for the faculty member to desire to participate in learning in the residence halls before he becomes involved, consequently that he find some personal rewards in participation. It was suggested that if there are large individual differences in the perception of the residence halls and willingness to become involved in them on the part of faculty members, it would be valuable to assess the differences among these individuals along other dimensions. Dr. Lane raised the question of whether, as the preceding discussion seemed to assume tacitly, the mere presence of a faculty member in the dormitories was sufficient to have an effect, or whether it was necessary more than this for the faculty to have a fairly extensive and intimate relation with the students in the house, perhaps in the manner of a devoted faculty associate. If a personal relationship between the faculty member and the residents is not required for the transmission of attitudes and values, if the students can identify without intimacy, it would be highly desirable to know this. Dr. Tyler called for an analysis of the kinds of interactions that take place between faculty and student and how these vary from one institution with a particular set of characteristics to the next.

Faculty-student relations

Dr. Tyler recalled Dr. King's earlier suggestion that projective tests might be used as a means of examining some features of residential environments. The Stern-Pace instruments were also cited. Dr. Tyler asked what other measures might be employed to begin to describe more completely and more helpfully the differences among residence environments. Dr. Vreeland described some of her experiences in research on Harvard houses which indicated that revealing measures may turn up in unexpected ways. Thus, a natural-history approach was characterized in which the investigator becomes involved deeply in the environment,

More on measures

observing what seems significant and beginning to get notions about dimensions that are worth investigating. In particular, Dr. Vreeland stressed that the implicit values of the house master represent an important part of the environment, and that one way to get at these values is to observe the things that the masters talk about and the way that they administer rewards and punishment for various student behaviors. Mr. Adams described some information that could be obtained by student questionnaires and Dr. King described the technique of the participant observer. Dr. Vreeland mentioned a technique of intensive interviews with single informants while Dr. Greenleaf inquired about the utility of interviewing recent graduates. Dr. Dressel warned against focusing evaluation too directly on the residential setting, suggesting that the best way to find out the effectiveness of various residences is to determine the relative importance of the residence among other educational agencies in producing student development. If students were asked what were the most important things happening to them in the institution, he speculated, in many cases there would likely be no mention of residence halls at all. Dr. Tyler pointed out that not all the important effects may be recognized by the student. Dr. Stern suggested that the factor of dormitory size would overwhelm some of the other distinctions among residential units--or at least he posed this as an experimental question. Several participants saw the variables of size and heterogeneity of grouping as intimately related and again cited these as research areas, knowing that various schools employ various rules for grouping.

Discipline

Dr. Tyler reopened the question of the effects of different kinds of restrictions on behavior in the residence halls and he asked what measures of the independent variable might be appropriate. Dr. King suggested that whether or not there were separate rules for men and for women might be significant. Also worth examining are restrictions about specific activities such as the use of alcohol, firecrackers, and the creation of noise. Several other restrictions on behavior were cited and Dr. Vreeland proposed essentially three categories: rules concerning behavior that affects other people, behavior that affects the university property, and rules concerning personal moral behavior. A discussion ensued of the effects of rules on rule-governed behavior and on other ancillary behaviors that are not specified in the rules. Dr. Tyler identified this as an area inviting research: the relations of the rules to student behavior. Dr. Stern suggested that the areas within which sanctions are applied formally could be, as Dr. Vreeland had said, fairly simple to specify. At the same time, he believed, it is necessary to set down the consequences of infringement, what they are in effect, and what they are thought to be by administration and students. These research questions led naturally to a discussion of methods of enforcing rules and of dealing with infractions. Since enforcement is often carried out in part by student judiciaries, Dr. Williamson asked what different institutions did to train students responsible for rule enforcement. He suggested that some institutions fail to train, while others accomplish this in diverse ways. Possibly the effects of different methods of enforcement and of training those who enforce the rules could be worked out by systematic research.

Measurement

Dr. Dressel raised the question to what extent the relative dimensions for describing residence hall life and its impact on the resident are already including within available instruments, such as the "Organizational Characteristics Index." These might require only slight modification in order to learn about residence halls the kind of information that has been obtained for colleges and institutions as a whole. Dr. Stern suggested that although there are many pre-established parameters that are to be found in both these situations and many others, one wishes to develop dimensions of measurement that are specifically appropriate to the particular surrounding--in this case the residence halls.

Effects of space design

Dr. Tyler recalled the earlier research question concerning the effects of physical configurations in the residence hall on student performance, citing this as an example of novel dimensions of measurement that are important in the present context. Dr. Riker pressed the question of room size; noise levels came up, as did the size of various facilities such as in-house libraries. Other participants cited other physical attributes that they believed may play a role in influencing student behavior, including the size and location of the lounge, the degree to which the students are deployed horizontally rather than vertically, the number of students per room, room furniture and the modifiability of its arrangement, the hours during which the dining halls are open, illumination--and many others. These observations led Dr. Riker to propose a study of how students distribute their time over different locations, especially where they carry out their studies.

Based on the discussions summarized above, the "problem scouts" rapidly drew up a list of research problems. The list seemed to sort into five problem areas, which were tagged: student development, student-peer group relationships, student-counselor relationships, student-faculty relationships, and student-institution relationships. Accordingly, five lists of research problems were dittoed and distributed to the participants. The conference participants then indicated their preferences for assignment to one of the five task groups and these assignments were made with an eye to representation of both student personnel officers and social scientists.

On the following pages, the lists are reprinted that characterized each of the five research areas assigned to task groups. Finally, the reports of the task groups are presented.

Research Areas: Questions

RESEARCH AREAS THAT WERE IDENTIFIED WITH A LIST OF QUESTIONS EXCERPTED FROM THE PROCEEDINGS

STUDENT DEVELOPMENT

1. What is a useful classification of types of residence environments?
2. What is a useful characterization of stages of development?
3. Is there an interaction effect between levels of student development and the nature of the environment on intellectual change in students?
4. What are the psychological needs of the adolescent?
5. Does the process of identification play a large role in changing the behavior of students in residences?
6. What are some of the models for and parameters of the identification process and what are the magnitudes of their effects?
7. What are some reliable and valid indices of intellectual development?
8. Are there systematic ways of identifying and distinguishing intrinsic and extrinsic rewards?
9. To what degree do we rely on the student for the conduct of his own intellectual development?
10. In what ways do students self-select in their choice of colleges? Are there institutional stereotypes? Are there also distinct institutional patterns of student characteristics? Are these patterns changing and how? Are the institutional stereotypes accurate?

STUDENT-PEER GROUP RELATIONSHIPS

1. What are the detailed relationships by which the peer group exerts influence in the residential setting?
2. What is the relation between the degree of heterogeneity in the group and its effectiveness in producing intellectual growth?
3. What kinds of threats are there to the solidarity of the peer group and what are its mechanisms for preserving its solidarity?
4. What are the various bases for the assembly of a peer group and what are the differential effects of these bases on intellectual development?
5. To what degree does the peer group influence the acquisition of factual knowledge? - values and attitudes? - patterns of social interaction? - personal habits?

STUDENT-COUNSELOR RELATIONSHIPS

1. What are some of the indices of the effective counselor?
2. Does general training in the social sciences, including communications skills, knowledge of developmental psychology, sociology, etc., enhance the counselor's effectiveness?
3. What are the effects of different staff-student conjuries, e.g. in terms of compatible or incompatible interests?
4. How do the educational objectives of the students compare with those advocated for them by the staff? What are the implications of consonance and conflict in these mutual objectives?
5. Is the counselor emulated? Are there some types of counselor that are more effective in this role and, if so, what are some of their characteristics?
6. What is the effect of increasing the identification of staff with professional excellence? - with inter-personal sensitivity? - with breadth of personal experience? - with greater institutional status?
7. What are the multiple roles of the staff counselor and which of these are mutually supportive, which conflicting?
8. What is the job analysis for the staff counselor position? What are the relative potentials of selection and training in meeting these task criteria?

STUDENT-FACULTY RELATIONSHIPS

1. How does the faculty perceive the students' educational objectives?
2. How does the faculty perceive the opportunity for intellectual growth by students outside the classroom?
3. How does the faculty perceive its commitment to the growth of the student outside of the classroom?
4. How large a resource of faculty exists in differing institutions for various levels of participation in residential life? Are there large differences between various institutions in the extent of this resource and what are the variables which produce these differences?
5. How do students perceive the faculty's willingness to participate? Do they want this participation and, if so, in what ways?
6. What are some possible mechanisms for rewarding faculty participating in residential life?

STUDENT-INSTITUTION RELATIONSHIPS

1. What evidence is there that learning consonant with the intellectual objectives of the university now occurs in its residence halls?
2. Hypothesis: By making the educational process integral to residential living, intellectual growth will be maximized.
3. How does privacy and the opportunity for inner-directed activity enter into the students' intellectual developments?
4. What are the differences between the actual and the perceived regulatory powers, activities and objectives of the residential system?
5. What are the defenses of the institution that tend to discourage research on intellectual development and change in the conditions under which it occurs?
6. What is the relation between the personality characteristics of the student and the characteristics of the ideal residential environment in his view.

Research Areas:

Roster of Task Groups

and

Report of Their Discussions

TASK GROUP ROSTER

STUDENT-INSTITUTIONAL RELATIONSHIPS

William Duvall
Eugene Haun
Robert Kahn
Starley King *
John Taylor
E. G. Williamson

STUDENT-COUNSELOR RELATIONSHIPS

Jeffrey Eiseman *
Melvene Hardee
Harold Marquardt
John Pyper
George Smith
Rebecca Vreeland

STUDENT-PEER GROUP RELATIONSHIPS

Donald Adams *
James Allen
Donald Brown
Robert Helsabeck
Robert Koettel
Fred W. Smith
Philip Tripp
William Warren

STUDENT-FACULTY RELATIONSHIPS

Nell Barnhart
Paul Dressel
Elizabeth Greenleaf *
Henry Klugh
Harlan Lane
Lowe MacLean
Gary Widmar

STUDENT DEVELOPMENT

Kenneth Keniston *
Wilbert McKeachie
Harold Riker
George Stern
John Wright

*Recorders.

STUDENT DEVELOPMENT

General research problems and strategies

Since little systematic knowledge is available about the effects of residential environment on student development, this area provides opportunities for two complimentary kinds of research strategy. First, there is much need for anthropological, exploratory, participant observation, and "field" research, which attempts to specify how and whether residential environment affects personality development, and how these effects are mediated. Furthermore, before adequate generalizations are available in this area, a more comprehensive taxonomy of the crucial variables both in residential environments and student personalities needs to be developed. In addition, the student residence provides a fruitful arena for research which aims at testing explicit theoretically-derived hypotheses.

It is quite possible that a given residential environment may have quite different effects on students, depending on the prior characteristics of the students, and upon the general characteristics of the educational institution as a whole. For purposes of comparability across research studies, it is crucial for research in this area to specify as fully as possible the characteristics of the students and of the college.

Relationships between environmental settings and personality change will often been curvilinear rather than linear. Both extreme coerciveness and extreme permissiveness, for example, may have the same effect of increasing student tension and anxiety.

Ideally, studies in this area will be longitudinal, comparing the effects of a given residential setting on personality development at a series of different points in time.

The more basic and enduring any personality trend may be, the less likely it is to be influenced by residential setting. Research in this area will thus best avoid studying the effects of residential environment on underlying personality variables, especially as measured through "projective" techniques. It can expect the greatest influences on relatively superficial or recently-learned patterns of behavior, outlooks, and values.

Relevant parameters for research

In general, three types of variables can be distinguished in research on the effects of residential environment on personality. First, the student brings to the college residence a series of background characteristics, outlooks and traits which will affect his experience and his responsiveness to any given residential setting; these can be called *input variables*. Second, the college residence has distinct characteristics, many of them manipulable for experimental purposes, which may effect changes in the individual's personality or values; these can be called *residential variables*. Third, residence characteristics may effect student personality and values in a variety of ways; these can be considered dependent or *output variables*. (Obviously all output variables may also be considered input variables. In studies of personality or value change as a result of residential experience, the critical measure of change will consist in the discrepancy between the same attitude, value, or behavioral tendency measured first as an input variable and second as an output variable.)

The potentially relevant characteristics of the incoming student constitutes a limitless list. In addition to such obvious matters as socio-economic background, intelligence, etc., it is important to assess the extent to which the student's pre-college background is congruent or discongruent with the residential atmosphere. It may be, for example, that a highly academic student residence environment will have quite different effects, depending on whether the values of the residence conform with or diverge from the values of the individual's previous environment.

The characteristics of the residential environment itself must be carefully specified, both as they relate to the specific design of the research, and as they may affect research results despite not being specifically included among the relevant variables of the research design. It is probable, for example, that in student residences as in families, the effects of coercive discipline are partially dependent upon whether the environment is warm and caring or cold and indifferent. Thus, interactions between different environmental characteristics are to be expected. Among the residential characteristics important to assess are the following: a) Externally imposed coercive, punitive discipline vs. autonomy and self-regulation; b) Nurturance, warmth, care vs. indifference, lack of concern, neglect; c) Intellectual-academic vs. anti-intellectual values; d) Emphasis on group solidarity, social interaction vs. emphasis on individual activity, isolation, autonomy; e) Internal homogeneity vs. heterogeneity within the dormitory context; f) Physical density vs. sparseness within the residence (crowding vs. privacy).

Among out-put or dependent variables which might be affected by residential environment are the following: a) Promotion or discouragement of risk-taking, originality, unconventionality vs. a submissive, cautious, and compliant attitude; b) Tension and anxiety vs. ease and comfort; c) Student activities and behavior in intellectual and social areas; d) Emotional expressiveness, "id liberation" vs. constraint,repressiveness; e) Commitment to the educational endeavor, academic orientation.

C. Research hypotheses and strategies

The most adequate format for a research hypothesis would seem to be the following: Students of Type A, exposed to environment of Type B, will tend to change in Way C. This form would deal adequately with the probability that the student's prior characteristics will differentially affect his response to a student environment, that the same environment may have a different effect on different types of students, and that given a desired outcome, quite different types of college environment may be necessary to achieve it with different kinds of students. Furthermore, in designing research, the interaction of variables at the same conceptual level is to be expected. For example, coercive discipline in a warm and nurturant environment is probably likely to lead to constrant, low activity level, and lack of expressiveness; but coerciveness coupled with coldness, neglect and indifferent is more likely to produce delinquency and "acting out" behavior. Similarly, the effects of an environment that rewards academic achievement may depend not only upon the academic motivation, skill and orientation of the individual student, but upon his prior familiarity with an environment that encourages academic commitments. Ideally, research in this area should be multivariate and longitudinal. Since such research is beyond the resources of most investigators, it is important that investigators doing less complex research attempt to specify very carefully the "extraneous" variables that are not manipulated or studied as a part of their research design.

STUDENT-PEER GROUP RELATIONSHIPS

Participants: Don Adams, Jim Allen, Don Brown, Bob Helsabeck, Bob Koettel, Harlan Lane, Fred Smith, Phil Tripp, Bill Warren

Our major concerns in discussing student-peer group relationships were:

a. Positive and negative educational influences of peer groups.

b. What defenses do student-peer groups employ to maintain their solidarity?

c. What organizational code does the student-peer groups subscribe to in their day-by-day activity?

d. How can the structure of the peer group be recognized and described?

Factors relating to the methodology and instrumentation of studying student-peer group relationships:

We need to approach the study of the student-peer group from a theoretical bases, e.g. Rossi, Newcomb, Friedman, Brown and Sanford.

Researchers with their specialized knowledge need to be a part of the planning from the beginning of any project.

Imperfect scales exist but the best instrumentation needs to be found.

Sample selection and sampling conditions need special attention. Special attention to survey questions that uncover interaction patterns is important.

Development of instruments to fit the present situation is needed.

Cross validation of survey or sociometric results with objective test data (e.g., Omnibus Personality Inventory) would be helpful.

Types of procedures and instruments are:

Chapin Scale of Participation

Omnibus Personality Inventory

Follow-up Studies

Rating Scales

Cornell Study of Values

OAIS

Longitudinal Interview Studies

Ethnographic Observations

Sociometric Technology

Newcomb-Gurin Instruments

Hypotheses

Peer groups' formation has a negative influence on the intellectual climate of the college.

Peer group identity inhibits personal autonomy, privacy and identification with the college.

Peer group influence is more involved with short range goals than long-term goals for education.

When students leave the residence hall (e.g. work experience) peer group membership is altered.

Peer group manipulation at the residence hall level has little effect at the all-university level.

Isolates have little affect on peer group formation.

Physical facilities influence peer group membership.

Peer group influence is regulated by class level.

Peer group membership is influenced by age, high school size, rank in high school class (multitude of variables that bridge the high school senior and college freshman).

Peer group membership tends to prolong adolescent attitudes and values.

Students who perceive their goals as vocational, academic, collegiate when entering college tend to associate with (other) peers with a non-conformist orientation or non-conflicting orientation.

Peer group membership is determined by intellectual concerns.

Peer groups set cultural and achievement expectancy.

Students tend to be influenced by other students with whom they have (had) some frequency of contact.

Peer group membership depends upon the perceived needs of its members.

Peer group membership is influenced by formal residence hall student government.

Influence in peer group membership is determined by membership in the formal student government structure.

Peer groups can be used to achieve stated residence hall objectives.

Peer group membership reduces role conflicts.

Peer group membership supports personality growth.

STUDENT-COUNSELOR RELATIONSHIPS

Participants: Melvene Hardee, Harold Marquardt, John Pyper, George Smith, Rebecca Vreeland, and Jeffrey Eiseman, Recorder

Introduction

Our discussion was based on the assumption that the best way to study the contributions a residence hall staff makes to its students is by examining the interrelationships among important variables. Such examination includes the following steps:

1) Create a list of variables relevant to the effects a residence hall staff has on its students that are assumed to be important;
2) Define the variables operationally;
3) Identify pairs (or larger clusters) of variables from this list which are assumed to be interrelated in important ways;
4) Select a set of one or more clusters of variables which is small enough so that meaningful data can be collected on them;
5) Locate a relevant population;
6) Make "before measurements" and introduce the experimental manipulations (The research design may or may not call for either part of this step);
7) Make "final measurements";
8) Analyze the interrelationships among the variables in each cluster (Possible analysis strategies include multiple regressions analysis, factor analysis, and dispersion analysis);
9) Derive implications from the findings with respect to staff selection procedures and training programs; and

10) Disseminate the results and conclusions to the appropriate population.

We saw our purpose to be carrying out Steps 1 and 2; we occasionally indulged in Step 3.

A. "Independent" and "Dependent" Variables

Some of the important variables are attributes or dimensions which describe the staff members, their training, their behavior, the student population, and relationships among the staff and the students. Other variables describe dimensions along which students might change as a result of action taken by staff members. We decided that it would be useful to think in terms of the independent variable-dependent variable paradigm. Thus, one could analyze the influences of differences in the former factors (the independent variables), taken individually or collectively, on the latter measures (the dependent variables) taken one at a time.

We also discussed the value of studying the interrelationships among the dependent variables; e.g., are some of these goals correlated significantly, and if so, by design or by necessity? or, are large changes in dependent variables $\underline{i}$ incompatible with large changes in dependent variable $\underline{j}$, etc.

B. Creating a List of Variables

1. Field studies -- We agreed that field studies carried on in the tradition of Whyte's Street Corner Society might reveal the existence and operation of significant variables that might not otherwise be listed. Such field studies could range from observing and analyzing the decisions which staff selection panels make to a participant-observer's noting down the critical event as they unfold in the resident hall with an emphasis on the actions taken by the staff. Asking resident counselors to keep diaries is another way to collect this kind of data.

2. Interviews -- It might prove fruitful to interview resident counselors, students, student personnel experts, administrators, etc. One possible direction might be to attempt to establish a priority list for the attributes of a competent resident counselor as well as a priority list for his tasks. The priority lists would indicate that the informants viewed as essential attributes and activities and which ones could be sacrificed given the limits of humanity and time.

3. Dependent variables -- We found it useful to rephrase the question "What are some of the indices of the effective counselor?" so that it reads "What are the different kinds of changes that different kinds of resident counselors might facilitate in different kinds of students?" Here are eight possible dependent variables:

a) the nature of decision making:

This rather complex variable includes such sub-variables as the range of decisions the student is aware that he is making and must make, the extent of his inquiry, the degree to which relevant factors are recognized, the nature of resources sought out and utilized, and the thoroughness with which the consequences of alternative choices are identified and assessed.

Vreeland and Bidwell et al. searched through Harvard announcements and catalogues and identified what they considered to be Harvard's four principle goals. They have used these goals as dependent variables in their own research; therefore, anyone seeking clarification as to the definitions of the goals can communicate with them. The dimensions specified by these goals constitute our next four variables:

b) individualism (which overlaps some without first variable);

c) technical competence (which includes attitudes and habits as well as knowledge and skills);

d) social grace; and

e) collective orientation (which includes leadership, citizenship, etc.);

f) tolerance of different values;

g) nature and extent of student misbehavior:

This is a variable which though simple to measure is not so easy to interpret. It includes descriptions of the scope and sequence of such events as student raids, riots, and drinking episodes, and the degree of noise, property damage, and poor housekeeping; it might even include non-academic activities such as card playing and TV watching. It would be naive to assume that the "more" of this that occurred, the less effective the resident counselor, even though this may often be the case.

Two factors immediately come to mind which would markedly affect the interpretation of these measures: first, the historical background of the resident hall in question (that is, how much misbehavior is a matter of "tradition" and how much influence do "culture carriers" who participated in creating the house's history exert on the newer residents), and second, the cultural environment (that is, to what extent such behavior is normative or deviant in the neighboring and more remote living groups on the campus). Even if these factors are taken into account, however, the interpretation of such data is not simple.

Very early in life, a child develops a personality system which influences his actions. This system includes his values, assumptions, beliefs, and attitudes, his goals, and his behavior patterns. These parts are interrelated in such a way that a change in one part usually implies a change in other parts. As the child grows older, his primitive and undifferentiated system becomes less and less able to cope with the new and more complicated demands made upon him. Rather than revising the entire structure of his system -- a huge and difficult undertaking -- the child makes minor adaptations within one of more subsystems of the entire system in order to deal with these new demands. One can conceive of personal growth as this process of continually adapting and modifying the system.

As the system becomes more and more complex, certain consequences obtain: First, the system becomes sufficiently refined so that it adequately -- but usually not optimally -- delineates the individual's actions and reactions in almost all situations. Second, the parts of the system become so highly integrated and interrelated that a change in one part alone is virtually impossible: the other parts with which any given part is interrelated impose too many constraints. In other words, as the system increases in complexity, structural inertia impedes further growth.

Thus, the typical graduating high school student operates under a static and secure system which has proved to be relatively adequate in terms of guiding him through routine and semi-routine situations. If he tried to negotiate the Twentieth Century adult environment under the guidance of this system, he would probably fail. The task of the university within this framework is to change the student so that instead of directing his efforts toward maintaining the system's status quo, he will marshal his resources toward achieving a dynamic homeostasis; that is, he should develop his system so that it will anticipate future demands and make appropriate preparations.

It follows from this view of personal development that education consists of an unending sequence of challenge and resolution. His values, assumptions, beliefs, and attitudes are challenged in the classrooms and laboratories, and they -- along with his goals and behavior patterns -- are challenged in the residence halls. In the residence halls, the student's system is challenged by faculty associates and other students as well as by staff counselors.

A few entering freshmen have built in or started to develop this capacity to continue growing. But most of them have developed the ability to digest and regurgitate facts and fiction and to ward off minor thrusts at their system sufficiently well that they recognize no need to change. Most students are unable, however, to travel through four years of college without making some adjustments to the demands of those who evaluate them. Unfortunately, though these minor modifications usually add up to no more than improving the digestion-regurgitation subsystem, particularly the process of re-organizing the imputs so that they emerge transformed.

All of this carries an implication for the educational process if it is to achieve its desired outcome (as specified above): namely, that the challenges in the challenge-resolution sequence must carry more impact. If the challenge consists of a nudge or a gentle prod, the system will dispense with it easily or with minimum re-organization; if it consists of a jolt or a fundamental confrontation, the system's fragile and maladaptive parts and relationships may unsettle and shake loose. Here is where competent persons must move in and stand by to facilitate and assist in the resolution process. These persons should include faculty, and in some cases may involve student personnel workers of one variety or another; it will include--by default, if for no other reason--the resident counselor.

This is all to say that "misbehavior" per se does not mean that the college is failing to meet its objectives. It may instead represent symptoms that fundamental change is occurring within the individual or group. The sequence and the pattern of the misbehavior must be viewed in perspective. Perhaps more important, its concomitants must be examined for evidence to indicate whether or not the individual is undertaking any steps to restructure his system so that he can use it to fulfill his needs and achieve his goals more satisfactorily, and if he is, how well he is succeeding.

Research needs to be done to differentiate patterns of behavior that are pathological from those that are symptomatic of "healthy" internal struggling. And more important, research needs to be done on what interventions by resident counselors contribute to the problem and which ones contribute to its resolution.

(NOTE: the above theory was thrown in for free by the recorder.)

h) Intellectual growth -- this variable was put forth and delineated by Group V.

Group I discussed indices of student development; perhaps they identified additional dependent variables.

4. Independent variables --

a) Attributes of individual resident counselors --

Variables such as the resident counselor's academic major, his age, academic level, (e.g., senior or 3rd year graduate), undergraduate academic average, aptitude, personality traits, goals for his work in the residence halls, whether or not he had had experience in the residence halls, whether or not he was an undergraduate at that institution, whether or not he had training in the social sciences including communications skills, knowledge of developmental psychology, sociology, etc., and breadth and diversity of past experiences.

b) The resident counselor as a model --

One could investigate the qualities of those resident counselors whom students tend to emulate. Some of the relevant questions are: Is the psychological distance between the students and the counselor too small or too large for identification to occur? What is the effect of a resident counselor's being associated with professional excellence? with interpersonal sensitivity? with different degrees of institutional status? What are the factors which facilitate or hinder the internalization within students of their resident counselor's values?

c) Staff composition --

Studies of the differential effects of staff teams which differ in their composition will always be difficult to interpret. Nevertheless, staffs can be purposely "balanced" on one or more of the above dimensions (e.g., one graduate in the social sciences, one undergraduate in engineering, and a graduate and undergraduate in the humanities) and the impacts of various combinations can be evaluated.

d) Degree of consensus and conflict among goals and values --

1. among the staff
2. among the students
3. among the staff and the students

Again, like the question of misbehavior, the question of conflict and consonance is somewhat sophisticated. One should really ask under what conditions does what kind of consonance or conflict contribute to which goals. For example, there might be, and probably is, a difference between the effects of conflicts in educational goals and the effects of conflicts in personal values.

If we accept the challenge-resolution paradigm of education, then the sequence and pattern of conflict is important. Relevant considerations with respect to a disagreement or conflict are its intensity, its importance, the relative size of the various factions, and most important, the consequences of whatever steps are taken to cope with it.

e) Staff training --

1. Pre-service training
    a) training agent (former counselors, student personnel workers, etc.)
    b) trainee population (only the heads-of-staff, all staff members, etc.)
    c) training methodology (lectures, case history discussions, role playing, etc.)
    d) emphasis (on history and theory, on goals, on action steps, etc.)
    e) amount (one 3-day session, a semester course, etc.)
2. In-service training (Same sub-variables)

There was some sentiment that a conclusive study would be so elaborate and complicated as to be prohibitive, at least at this stage. Part of the problem with cross-campus studies lies in the differences in institutional goals and consequently in expectations for and criteria for evaluation of resident counselors; nevertheless, one way to evaluate the Florida and Minnesota training programs, for example, is to compare the accomplishments (that is, changes on the dependent variables) of the counselors at Minnesota who received training at Minnesota with those of the counselors at Minnesota who had been initially trained at Florida.

C. Methods of Measurements

1. Field studies and observations
2. Interviews
3. Ratings (ad hoc or measures such as GPA)
4. Questionnaires (attitude and otherwise)
5. Content and latent analysis
6. Records (diaries, logs, letters of recommendations, awards, etc.)
7. Psychological tests (MMPI, CPI, TAS, EPP, CEEB, Miller Analogy, revised F-scale, Allport-Vernon, ad hoc structured projective tests, etc.)

STUDENT-FACULTY RELATIONSHIPS

The task force first listed areas which needed investigation in order to evaluate the relationships which do and should be encouraged to exist between faculty and students.

Points for Investigation:

1. Where or in what environment do students have contacts with faculty outside the classroom?
2. What is the nature of this relationship or contact? Is it assistance with research, discussion on personal problems or discussion on social issues of the day?
3. What are the frequencies of these contacts? How much time does the average faculty member spend with students outside the classroom?
4. What are the personality characteristics of students who seek faculty contact?
5. What are the personality characteristics of faculty who spend the greatest time with students?
6. From what sources do students receive their stimulation for academic achievement; stimulation for real learning? How much comes from faculty and in what types of settings?
7. About what types of things are faculty and students mutually concerned?
8. Do students really want faculty in their Residence Halls? Do faculty really want to be there? (Students may want relief from pressures.)
9. How do faculty and how do students really spend their time?
10. How do faculty perceive student educational objectives? How do students feel faculty perceive this?

11. How do faculty perceive the Residence Halls?
12. Do we change the image the student has of the residence hall by moving cultural and academic programs into the hall?
13. How do schools varying in size differ in student-faculty contacts? It may be that small campuses have less need for faculty in the halls. If an experimental college is developed, such as possible at the University of Michigan, the Dean of the College might be in charge of the halls; no differentiation between halls and academic program. What effect does the small college and no separate administration for halls have on faculty-student contact?
14. What is the relationship of faculty scholarly commitment and commitment to students outside the classroom? How does the faculty member perceive his role with students?
15. How can we most effectively manipulate to bring about faculty-student contacts outside the classroom? (Reward mechanisms)
16. What is the importance of an effective student government in bringing about informal faculty-student contacts? Does mere acceptance of role in student government effect intellectual growth?

Procedures for Investigation:

The task force considered ways one might go about finding answers to the above questions and similar questions, and how one could evaluate effects of faculty-student contacts.

1. Could we use two houses, and in one house place a faculty member who would become very much involved with students, concerned about their social-personal lives and in the second house have a faculty member who would

simply present a series of lectures? One could then investigate the characteristics of students who relate to each and the challenge students received from faculty. Also, one could investigate the challenge faculty receives.

2. Personal interviews with faculty and students could be used to investigate many of these questions.
3. Questionnaires to secure reaction to programs in the halls.
4. Use of open-ended questions.
5. Use of scales to investigate perception.
6. Time studies of activities of both faculty and students to see time spent together outside of the classroom.
7. Have a person or persons living with students to observe and record these facts.
8. Possibility of taking two halls, build in a series of programs in one hall by faculty which relate to cultural programs on campus and in another have just announcements. Investigate characteristics of students who attend the programs on campus and reason for attendance as well as secure an evaluation of students' experiences who went and who had and had not attended prior programs in halls.
9. Send one group of faculty a questionnaire to detect their concept of Residence Halls; send another group nothing. See from which group faculty accept invitations to participate in hall programs. (Look for fall-out results of research. In investigating how faculty perceive Residence Halls one may educate them to some of the things that can be done there.)
10. Effect of an advertising campaign to change image of a Residence Hall.

11. Policy of student government and student officers in bringing about faculty-student contacts.
12. There is a need to involve faculty in research including them. Idea of faculty committee to work with Residence Hall staff.

STUDENT-INSTITUTION RELATIONSHIPS

Intellectual growth is a value held in high esteem in colleges, and much of the activity that can be observed in the classroom and residence hall is directed toward the fulfillment of that value. Many colleges recognize other values which are important, particularly personal maturity, and would maintain that intellectual growth can contribute toward the achievement of other kinds of values. In our discussion we are keeping intellectual growth discrete from other areas where the college might seek to induce change. By this we do not mean to indicate that other missions of the college are not important. We do feel that intellectual growth is a key variable and that the study of intellectual growth could be a model for thinking and studying other kinds of changes in students as they go through college.

To put this another way, we have considered intellectual growth as the major criterion variable for our discussion. Our basic assumption is that the definition and measurement of intellectual growth is of first importance. Once that has been achieved we then would seek to make some hypotheses about certain institutional arrangements which might facilitate or impede intellectual growth. These hypotheses could be formed into research projects. We did not see our task as one of providing the design of projects which other people could carry out, but rather to state the issues as we saw them and hope that these issues might be utilized by other people in the design of projects.

Intellectual Growth

(1) Attitude of curiosity about the total environment. Curiosity will involve "substantive enthusiasms" of some kind coupled with activities that are directed toward the fulfillment of these enthusiasms. Curiosity about the environment should lead to an expansion of awareness, or an expansion of life space.

(2) Curiosity about the total environment should include an extension of intellectual interests to new areas, not only new areas in terms of ideas, but new areas in terms of such things as aesthetic interests. There are two aspects to this. One is the visibility of new areas or their salience with the individual, and the second, of course, is the investment of energy in them. This aspect of intellectual growth can be measured, we would maintain, by fairly straightforward procedures of check lists and questions on a questionnaire. We are thinking here about an increase of openness rather than of closure as far as ideas are concerned. It is a valid question to ask the extent to which given institutions foster openness or closure vis-a-vis ideas. Also, it seemed reasonable to ask students if they realize that the college wants them to become progressively curious. The latter question perhaps should not be asked directly but in some indirect or projective form.

(3) Satisfaction with provisional answers. It is our thesis that many students come to college with a kind of black and white thinking of looking for the answers to questions and of feeling that every problem has a yes or no answer. Part of the problem of the college then is to lead the student to gray-type thinking and to tolerate ambiguity in problems. The process might be one in which curiosity leads to a time of dissonance which then leads to resolution of the problem but inherent in the resolution are new issues. One aspect of the problem of provisional answers concerns the expectations of students as to the nature of college. Is it completed and to be ingested, or is it open and to be constantly sought out and improved? This can be phrased as the pursuit of understanding rather than the completion of understanding.

(4) Acquisition of skills and the seeking of multiple sources of data. We agreed that the acquisition of cognitive skills is an important part of

intellectual growth, and we did feel that one part of this is the ability to seek multiple sources of data and to handle the problem in depth. Single minded consultation of one authority is not intellectual growth. The individual must learn to deal with multiple sources, and hopefully the acquisition of certain kinds of skills such as reading and writing will be tools with which he can open up new sources for data about his problems. Use of multiple sources, of course, will lead to ambiguity, but the handling of ambiguity is an important part of intellectual growth.

(5) Intellectual activity should be self-initiated. The student as he grows should take increasing responsibility for doing things in the intellectual area. In part this is tied to our earlier concern with curiosity, but what we really seek here is tc help the student move from the doing of assignments to the seeking out of answers and the seeking out of new problems.

(6) Adoption of the critical factor. Here we have in mind the ability to determine the relevancy of evidence and to base one's conclusion on that determination. The critical factor can be relevant to outside notions and propositions, it can be relevant to one's own views or values, and it can be relevant to what constitutes an answer or what is enough for an answer. We hope that the critical factor will help the student understand the difference between provisional and more complete answers, or at least help him to know when it is important to frame the next question, and when he has enough data in hand to take action. We also hope that improvement in the critical factor will lead the student to realize that there are different kinds of answers for different purposes.

(7) The ability to interrelate data. As the acquisition of skills increases, we would hope that there would be an elaboration across categories in the intellectual growth of the individual, or that he has the ability to

elaborate across categories. Ability to interrelate data, of course, involves the cognitive process of looking at a set of facts and then going to a higher level in terms of the abstract concepts that may serve as a relation among these facts. The ability to do this, of course, is determined in part by inherent intellectual capacities, but it is in part a process that can be trained and encouraged by the college.

Institutional Factors which Facilitate or Impede Intellectual Growth

It was our conclusion that the inculcation of intellectual growth takes place first of all by having models present who exemplify in their own lives the kind of thing that we hope students will learn. This, of course, refers to teachers but also to other kinds of people in the college or university. A second aspect, however, is the allocation of resources within the college community, the extent to which college facilities are made available to the student in the kinds of tasks which are important to intellectual growth. Finally, there is a factor which might be referred to as the values which are emphasized in the college and the importance of the manner in which institutional arrangements or decisions can emphasize the value position of the college and thus provide a message for the student to take in.

(1) Models. The number, the visibility, and the accessibility of individuals within the social structure who can serve as models for intellectual growth is the important factor. These things, of course, can be measured in any college. Intellectual growth will probably be increased to the extent that there are more people available, visible to the student, and accessible to the student. When that happens the student can be introduced to a series of graded experiences that stimulate intellectual growth. One important aspect of models for intellectual growth in a college is the amount of enthusiasm which they are able to show or the degree of excitement which they

are able to communicate to the student about intellectual tasks. Therefore, if the college can present models who are committed and enthusiastic about an area of knowledge, the student may sense this enthusiasm and perhaps bring some of it into his own life. We feel that controlled experiments can be run in colleges and universities where such kinds of models may be brought into the residence halls in some situations and not brought in in other situations. If residence halls of comparable size and composition can be studied in such manner, and if in the meantime measures of intellectual growth have been developed, then the effect of models upon the students can be determined. We emphasize that the introduction of such models into the environment is a tricky proposition. For example, inviting a professor to lunch has quite different implications than inviting him to dinner. In the ordinary course of our lives, lunch can mean business but dinner can mean social interaction. If the task is to excite the student about intellectual matters, it might better be done over lunch than over dinner. Also not to be ignored is the fact that at the end of the day the professor is likely to be tired and, therefore, perhaps not as scintillating as he might be during midday.

(2) Allocation of resources. What array of opportunities does the institution, and specifically the residence hall, offer the student in the process of getting intellectual growth. Beyond feeding and providing rooms, what can the residence hall do. One area of interest here is that of library resources. Another is the range of permissiveness which the college grants the individual student relative to the use of facilities and to the use of funds.

(3) Institutional decisions as indicators of value positions by the institution. This category overlaps very much with the previous category.

(a) Extent to which the individual student is given permission to act in some kind of relationship to people outside of the college. The issue here is the permissiveness to cross institutional boundaries. At the present time with a great deal of social fervor in the area of civil rights one might ask to what extent the student is allowed to participate in picketing and other events. A decision on this matter will indicate the manner in which the college feels it is important to tie intellectual activities to events of the world.

(b) Freedom for crossing intra-institutional boundaries, that is between departments or between colleges in an institution. The message here of course is the freedom to change one's enthusiasms.

(c) Freedom of the student newspaper to express editorial opinion. To the extent that the student newspaper has that freedom, the college is indicating the expectation that the students are able to behave in rational and adult ways.

(d) Freedom for advocacy of causes and to organize the advocacy of causes. Along this line is the freedom to petition public officials and agencies. Also one might consider the extent to which students are able to use college facilities for political activity. What kinds of groups are recognized by the institution, particularly political groups?

Certain kinds of decisions and allocations of resources can reflect quite dramatically the values of the college. For example, if the college library closes every day at seven o'clock and is not open on weekends, we submit that the message contained therein is that intellectual activity is not regarded as important, except perhaps during highly regular periods of time. Also when an aging, uninspiring, nonintellectual person is put in charge of a residence hall, the message is that there is nothing in the residence hall which is related to intellectual activity. If indeed all aspects of the college should reflect an attempt to encourage intellectual growth, then those in residence halls should be individuals that emphasize that process. One kind of research question lies in an appraisal of the intensity of the press of ongoing involvement of students with the institution. Does this press interfere with the right of choice by the student. We have assumed that intellectual growth involves individual initiative and choice. Many of the above points about freedom have been relative to this, but certainly one problem is the right or capacity to be left alone. Quiet and solitude as a choice by the student can be important in intellectual growth. This leads to a very important research question, that being what the residence halls do to foster privacy. Two aspects of the residence halls relative to privacy concern changing halls already in existence and designing halls that are yet to be constructed. What about the use of typing rooms, or of library carrels, or of libraries that enforce silence, or of room arrangements that provide an individual to work in privacy and still be in his room of residence. A fairly straightforward kind of research would be an analysis of the current facilities available for privacy. We wonder to what extent various institutions insist that the enthusiasm of the student for intellectual growth be placed in time and space inhibitions. Many of the institutional arrangements in our colleges are such time and space inhibitors of intellectual growth. How can we substantiate our enthusiasm for reading and for learning by the presentation we make to the students of our physical facilities?

We actually proposed a study relative to the allocation of resources and policy decisions within an institution. This study would be one in congruence. We would ask to what extent the allocations of resources in institutional decisions agree or disagree with the verbalization of the goals and values of the college by administration and faculty. This verbalization, of course, could be obtained from the college catalogue. Institutional decisions and allocations of resources could be analyzed as has been suggested above, and the extent to which they agree or disagree with verbalized goals could be made. We suggest that it might be worse for a student to be in a university that shows a great deal of incongruence between goals and the lack of expression of these goals through administrative decisions. Here there would be a great increase in dissonance. This would be worse than an impoverished environment where the arrangements ran somewhat counter to actualizing intellectual growth. The dissonance we have suggested above might well lead students to become cynical, hypocritical, and anti-intellectual. Those who had a certain amount of ego strength might leave of course. Therefore, one could study the dropouts in terms of those who leave and go to another institution. These droupouts might very well have goals and values of their own which closely approximated the stated goals and values of the university, and, therefore, found themselves irritated when these stated goals were not borne out in institutional arrangements and acts. Those who leave and go to another university could be compared with those who stay. We might say that they are individuals who vote with their feet. Part of the research design here could be to compare different schools on the basis of students who stay and students who leave and go to other schools. Here you would be getting at the unintended effects of a college by looking at the people they lose, or "expel." You might find that students who leave a college under these circumstances have more interest in independent reading than those who stay in. There are a number of rather direct ways of gathering information about intellectual activities from them.

Another consequence of institutional arrangements and decisions relates to self-esteem. Low self-esteem, we maintain, will interfere with intellectual growth. If the university says that it doesn't care about students, there may be some difficulties with self-esteem. We feel that this can be measured in three ways; objective public esteem, subjective public esteem, and self-esteem. Under objective public esteem the acts of the institution and of its faculty and other staff members can be assessed with respect to the amount of esteem which they convey. Interviews and questionnaires will provide information on this, although if it were possible to use projective tests it would be even better. There is a certain amount of positive response set in which faculty members are likely to state that they hold esteem for students, but in reality they may not. Subjective public esteem may well come from the messages that students get in a symbolic sense from the acts of faculty members. The illustration we thought of in this case was the reactions of the dean in a large university to concerns expressed by a parent in a letter about his daughter's homesickness. Four weeks went by without any answer, at which time the parent wrote again, and two weeks further went by before a somewhat apologetic but rather defensive letter arrived from the dean. In this situation the undergraduate got the message that the institution really didn't care about its students. An individual self-esteem will be related to these two points but also to the kind of general self-esteem which the individual has developed through the years. There are specific psychological tests which of course can measure this. Some individuals with high initial self-esteem will be able to withstand the assaults of the institution, but other individuals whose self-esteem is somewhat shaky may not be able to take the added burden of lack of regard by the institution. From a research point of view it is entirely possible to set up experimental situations where there are definite institutional efforts to enhance self-esteem and compare them with other situations where the status quo vis-a-vis self-esteem is maintained. If self-esteem is related to intellectual development in terms of motivation, one would expect that in those institutional arrangements that attempted to enhance self-esteem there would be an increase in intellectual growth.

Some of the institutional efforts as far as the regard of students is concerned could be elicited from the priorities with which various offices assign to their efforts. It is not unreasonable to expect that the acts of administrators can be rated in respect to the extent that they enhance or decrease students' self-esteem. Certainly administrators could give an investigator a sense of priority about the various kinds of acts which they carry out. If acts which enhance self-esteem are high on the priority list, this is one thing; if they are low on the priority list, it is another thing. The kinds of skills needed here, of course, are those of the organization sociologist, but the research possibilities are very good.

One of the final points that this particular discussion group concerned itself with was the parallel between what we know from the study of child rearing and its effect upon the development of the child and the parallel to the institution and the college student. For example, it has been demonstrated that the way parents act is more important in child rearing than what they say. This would emphazise the importance of modeling as a way of inculcating values in either the child of the college student. We also learn from the child rearing studies that emotional deprivation in early childhood results in a marked interference with cognitive development. Although the exact parallel need not be found in adolescence, we might suspect that some kind of emotional deprivation in the learning process would interfere with it in the college years.

As far as institutional deprivation is concerned, one might look at contrasting institutions where in one case time and place for leisurely conversation is provided, and another place there the student is rushed in and out of the dining room for the next shift. These, of course, are only examples of one kind of emotional deprivation or emotional enhancement. Where students are moved from one place to another without too much choice on their part, one would suspect that the environment does not consider them important as individuals. We also might predict that where there is a denegation of the individual on the part of the institution that this might result in the moving of students out of the dorm and into some kind of off-campus living. Institutions where a lot of this takes place might be ones where one could find various kinds of institutional deprivation. It is a reasonable hypothesis that when an institution provides an anti-intellectual and anti-self-esteem environment the more intelligent students and those who need self-esteem will attempt to escape by leaving the university or shifting within the environment to a different kind of living situation.

These notes are rough and not awfully well organized, but they do provide the flavor of the discussion and out of them hopefully there will be the possibility of culling some ideas that might be helpful in designing research projects.

A Questionnaire to Evaluate
the Effects of the Conference

PURPOSES OF FOLLOW-UP QUESTIONNAIRE ON RESEARCH CONFERENCE ON SOCIAL SCIENCE METHODS AND STUDENT RESIDENCES

1. To see if research programs have been designed as a result of the conference.
2. To see if social science research has been moved into or been contemplated in residence halls as a frame of reference as a result of the conference.
3. To find out what problems have been encountered in theory, design, administration, and measurements of such research projects.
4. To obtain resumes of research design mentioned above.
5. To see what effect the conference may have had on programs of research already in the planning stage or in progress.
6. To see if any research results, if only of a tentative sort, are available.
7. To identify devices or techniques of measurement which could be produced again or utilized in other research settings.
8. To identify problems with which members would
    a. appreciate some help,
    b. like to stimulate comparable research at other institutions.

DATE ____________ NAME ____________

FOLLOW-UP QUESTIONNAIRE FOR RESEARCH

CONFERENCE ON SOCIAL SCIENCE METHODS AND STUDENT RESIDENCES

1. If more than one person from your institution participated in the conference, we would like to know about the nature of your conversations on your own campus concerning the conference.

2. To what extent did you discuss the experiences (or papers) of the conference with colleagues?

3. Did the contacts on your own campus involve the serious discussion of research possibilities, if so, please describe them.

4. If the conference was influential in the development of research proposals, please provide either a copy of the proposal(s), or a statement of the plans as they now stand. If you can be specific about the influence of the conference, it would be helpful. The readers of the proceedings of the conference will be keenly interested in your research design.

5. Please describe any research projects which, as a result of the conference, considered or utilized a residential setting as a population for study.

6. Please indicate particularly bothersome problems which were encountered in theory development, design, measurement, administration, etc. in proposals for projects mentioned above.

7. In what ways were proposals or projects already in process influenced by the conference?

8. We will appreciate it if you will share with us any findings as a result of research influenced by the proceedings, if only of a very tentative sort.

9. Please itemize and describe devices or techniques of measurement, the creation or use of which was stimulated by the conference. We will be particularly interested in those items which you think might have potential usefulness in projects on other campuses.

10. Please specify any projects mentioned above with which you would:

    a. welcome some assistance, or
    b. hope to stimulate comparable research on other campuses.

11. Did findings or opinions stated at the conference lead you to take any actions, other than with regard to research, on your own campus? Please specify.

A SUMMARY OF THE RESPONSES TO THE FOLLOW-UP QUESTIONNAIRE EVALUATING THE CONFERENCE ON SOCIAL SCIENCE METHODS AND STUDENT RESIDENCES

1. If more than one person from your institution participated in the conference, we would like to know about the nature of your conversations on your own campus concerning the conference.

Of the twelve respondees, three were unaccompanied participants from their respective institutions. Six others attended with one or more colleagues. Of this group all but two became engaged in some kind of post-conference discussions. Generally these discussions revolved about research possibilities, or on-going research consonant with the aims of the conference. Two other responses, which perhaps belong to this second classification, are unusual in that they come from major participants who brought along with them graduate students. In both cases there seemed to be a good many post-conference conversations, most of which centered around thesis proposals. Finally, one response indicated "no comment."

2. To what extent did you discuss the experiences (or papers) of the conference with colleagues?

Two participants carried the experience of the conference beyond their own institutions. Together they extended contact to Oklahoma State University, University of Denver, Tuskegee Institute, Averett and Centenary Colleges, The Center for the Study of Higher Education at Berkeley and the Western Personnel Institute at Claremont. The most impressive aspect of the responses to Question 2 was the impact the conference apparently made on residence hall personnel. Two respondees both remarked on reports to ACUHO and ACPA. An article was written for the quarterly newsletter of ACUHO and a memo discussing the conference was forwarded to members of the ACUHO research committee, of which one of the participants was chairman. In addition, three other participants reported extensive discussion of the conference with student personnel staff. At least in one instance one of the conferees organized a half-day, in-service training program centered around the working papers delivered at the conference. Four responses indicated a much more general, less intensive discussion of the conference centered mainly among research colleagues. One participant did not have an opportunity to discuss the conference proceedings with anyone on his campus. Finally, a report of the conference proceedings was published in Guidance Guides, an organ of the Indiana Association of Women Deans and Counselors.

3. Did the contacts on your own campus involve the serious discussion of research possibilities; if so, please describe them.

Three of the conferees either did not answer Question 3 or indicated that they did not get involved in serious discussion of research possibilities as a result of the conference. A fourth found that the conference stimulated his interest in systematic research on the problem of college drop-outs. Seven other participants all responded affirmatively to Question 3. One study involved the comparison of residence hall populations with a commuter-student population in terms of the effect of the campus environment on student development. A project concerning student reactions to their residential environment on campus, carried out with the assistance of Mental Health Services, was developed by another participant (Riker). A study of fraternities and sororities, and a study of the attitudes of prospective students, current students and alumni were reported by two other participants. In another case a housing staff research committee was inaugurated and a sociometric research design was developed and implemented to study student housing personnel. A faculty group looking at the possibility of a longitudinal study of factors effecting the development and/or change of student attitudes was discussed by another of the conferees; and still another mentioned working with residence hall personnel in connection with work on doctoral student theses. Finally, for one of the respondees this question was not applicable.

4. If the conference was influential in the development of research proposals, please provide either a copy of the proposal(s), or a statement of the plans as they now stand. If you can be specific about the influence of the conference, it would be helpful. The readers of the proceedings of the conference will be keenly interested in your research design.

Three participants of the conference did not respond to Question 4. Three others, while they responded, said that they did not know of any research proposals on their respective campuses that were influenced by the conference. Six conferees responded affirmatively. Of these, three enclosed research proposals or activity outlines. Typical of the other responses were the following kinds of comments: "In my situation, the conference greatly encouraged me to enlarge upon and give added emphasis to plans for research in the residential setting on our campus." "Hopefully something will transpire this year with a student who will avail himself/herself of the proceedings." "We had a diversity of housing and will always do research; however, it took this conference to stimulate our thinking for theoretical concepts, research methods and instruments that might be helpful.... The conference was excellent and research and other results will be coming to support the efforts of the people who planned it and participated."

5. Please describe any research projects which, as a result of the conference, considered or utilized a residential setting as a population for study.

Five of the conferees either did not respond to Question 5 or responded negatively. Six others responded indirectly in that they saw the role of the conference in their research, not so much as creating new projects, but rather as supporting the development of on-going research. The following comments were typical for the group: "I could not say, however, it was an outgrowth of the Ann Arbor Conference (speaking of a graduate student's research) since George did not attend. I think a perception study, the nature of which he is doing, has been discussed, and quite thoroughly, in the Ann Arbor conference." "I could not say that our present work is a result of the conference; however, the conference certainly served to stimulate our work." "What was most important about the conference was the opportunity to exchange views with other social scientists interested in the relationships between student development and institutional structure."

6. Please indicate particularly bothersome problems which were encountered in theory development, design, measurement, administration, etc. in proposals for projects mentioned above.

Eight participants either did not answer Question 6 or gave a negative response. Four others listed the following difficulties which they encountered in conducting research in student development.

a. Securing adequate responses to questionnaires, etc.

b. Maintaining within a building or section of building a student population with the particular characteristics desired for study.

c. The losing of relevant data through the necessity of collapsing categories in running tests of significance such as Chi-square and t-tests.

d. Securing the support of higher personnel.

e. Securing the services of knowledgeable personnel.

f. Securing funds for the project.

7. In what ways were proposals or projects already in process influenced by the conference?

Six respondees did not answer this question. Two others referred to responses given to Questions 4 and 5. The four remaining conferees made the following kinds of comments: "Reinforced the feeling that our already planned research project was needed." "It solidified my topic. I attended this conference as a research student and it gave me the confidence to continue. The discussions gave me additional literature to review and theory publications I had not known before the conference."

8. We will appreciate it if you will share with us any findings as a result of research influenced by the proceedings, if only of a very tentative sort.

On eight questionnaires this question went unanswered. Two respondees sent along additional material that provided some initial findings; and another will send along a report of his work on the completion of his dissertation.

9. Please itemize and describe devices or techniques of measurement, the creation or use of which was stimulated by the conference. We will be particularly interested in those items which you think might have potential usefulness in projects on other campuses.

Eight participants did not respond to Question 9. Two mentioned the influence of George Stern, a participant, who has done important research on devising measures of evaluating student perception of the college environment. Another respondee mentioned the Forced Choice Evaluation Scale; and one thought that the stimulation to do research and the recognition of the great need for research in student housing were the main stimuli from the conference.

10. Please specify any projects mentioned above which you would:
    a. welcome some assistance, or
    b. hope to stimulate comparable research on other campuses.

There were only four replies to Question 10. A number of topics were mentioned either in terms of welcoming assistance or of stimulating comparable research on other campuses: the development of norms for the Forced Scale Evaluation; the study of factors involved in the development of "an educationally productive residence community," particularly those related to the intensity with which students identify with their living unit; and the investigation of the influences and barriers to residential cohesion due to ethnic backgrounds.

11. Did findings or opinions stated at the conference lead you to take any actions, other than with regard to research, on your own campus? Please specify.

Of the four people who answered Question 11, two seemed to think that the conference had a good deal of effect on them personally. "Participation in the conference gave greater emphasis and had considerable impact on my decision to return to teaching and research." "It (the conference) assisted me personally, as I have been working with university faculty members engaged in a total university self-survey." The other two felt that the conference greatly influenced their work on campus. "It (the conference) helped most with the inservice training program we have for our staff..." "Almost as important an outcome has been that of reinforcing a unit I teach on research on college students for my advanced class in student personnel work. The contributions of the conference have become _text_ at points for the course."